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Educational Supplement

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County unwilling to help assaulted union members

by Richard Garner

A county council will give legal advice in the event of an assault upon a teacher only if the teacher is not a member of a trade union, says a report published this week.

The report, prepared by the 40,000-strong Assistant Masters and Mistresses Association, says that the authority - Berkshire - expects other teachers to look to their professional associations for advice.

Mr Gerald Imison, assistant general secretary of the AMMA, said: "Such a division is incomprehensible. We think it is undesirable in any respect for an authority to treat members of a union differently from other employees."

He added that Berkshire was the only authority in the AMMA survey to discriminate against members of trade unions or professional organizations.

Mr Graham Williams, deputy director of education for Berkshire, agreed that this was the county council's normal advice.

"A teacher's natural instinct is to turn to their professional association for advice in these matters", he said. "We would not turn anyone away who contacted us but we would advise them to approach their professional association - if they were members of one."

It also emerged this week that a further five authorities were unwilling to help any teachers - trade unionists or not - who had been assaulted, and advised them to instruct their own solicitors.

The report, "Assaults on Teachers: An AMMA policy statement", calls on local education authorities to gather details of assaults and says teachers should automatically be entitled to advice from their employers' legal departments and,

wherever appropriate, positive and full assistance thereafter.

"We are quite clear that when a teacher has been assaulted by a pupil, the assailant must be removed from the school premises as soon as possible. If need be, the help of the police should be invoked", the report says.

"Perhaps in the past when there was less propensity to violence in our society, it could be argued that any teacher who suffered assault had failed to establish the discipline and personal respect which would insure him against attack."

"No such argument can now be relied on. Teachers are often the victims of vicious attacks because they are seen to represent authority and symbolize the school itself."

Meanwhile, a new book claims that teachers often invite confrontation with their pupils.

The book is by Mr Delwyn P. Tatum, a senior lecturer in the sociology of education at the South Glamorgan Institute of Higher Education, who carried out research among pupils in disruptive units throughout England and Wales.

In the book teachers are accused of inviting confrontations, especially with pupils who are known to have a reputation in the school.

"To get in with the first 'punch' is to lay down the ground rules for future interaction with a pupil or group of pupils - a dictum subscribed to by many teachers."

In *Disruptive Pupils in Schools and Units*, published by John Wiley and Sons, he cites the case of a boy whose resettlement in his school ended in disaster when he punched a teacher in the very first week after the teacher had pulled him out of the bus queue by his hair.



Drawing on legends... over 40 children studied the pictures of designer and illustrator Edmund Dulac during the four day art event in the Mappin Gallery, Sheffield recently. Much of Dulac's work depicts famous legends and fairy tales and the tyro-artists used these as the starting point, adding their own personal interpretations.



ILEA equality survey 'offensive'

by Hilary Wilce

London secondary teachers are being asked for highly personal information in an attempt to pinpoint what keeps women out of top jobs.

The survey has been criticized by some teachers as intrusive. Others exercise by the Inner London Education Authority (which has made a very public commitment to equal opportunities) which will not lead to significant changes.

Among the topics teachers are being quizzed about are:

- the number of external and internal posts they have applied for;
- whether they have ever had a break from teaching; and why;
- how many children they have, and who looks after them;
- whether they think their job is more or less important than their partners';
- whether they intend to stay in teaching;

● whether they plan to apply for promotion.

Teachers are also being asked about their attitudes towards promotion. The questionnaire asks them what motivates them to apply for new posts, and whether such things as being reluctant to move house or having family commitments deter them from seeking promotion.

One question asks outright: "Do you believe that you have ever been unsuccessful at an interview for a teaching post on account of your sex?"

Four and a half thousand secondary teachers with between five and 15 years' experience have been sent the questionnaire. The authority has stressed that information is given in confidence, and teachers are not obliged to cooperate. So far about 1,000 replies have been received, although some teachers are refusing to reply on principle.

Mr Christopher Wright, head of English at Highbury Grove School, north London, said he found the survey intrusive, but that his family life, but that's my business.

Mr Brian Jones, London executive member of the National Association of Schoolmasters/Union of Women Teachers, said he found the document "rather offensive". It was also a time-consuming exercise.

But Mr Bob Richardson, general secretary of the Inner London Teachers Association, said the unions had been consulted.

Ms Yvonne Beecham, a member of the London Women in Education Group, said the important thing was what happened after the survey. "It's all very well having the information, but I'm afraid I'm fairly sceptical about what it might mean in terms of actually changing things."

Threat to defy NAB

by John O'Leary and Felicity Jones

The beginnings of a rebellion by polytechnic colleges is threatening to challenge the National Advisory Body on Higher Education. A number of colleges are likely to refuse the NAB's request to suggest priority academic areas in the event of cuts in excess of 10 per cent.

Others are recommending their local authorities to argue the case against large cuts while reluctantly setting priorities.

Resistance to the setting of priorities is being led by branches of the National Association of Teachers in Further and Higher Education, the college lecturers' union, which has

asked its 800 branches to persuade academic boards of the dangers involved in the exercise of a significant number of disciplines is now certain. They will be led by the Inner London Education Authority, which has already decided against setting priorities for its five polytechnics.

Both the North East London Polytechnic and Oxford Polytechnic are to seek priority for all academic programmes, effectively negating the exercise. East of England College of Higher Education is another institution defiantly not cooperating in this aspect of the exercise.

THE

...and you're entitled to all the usual allowances, time off for assaults, etc...



Gillies Macpherson

Taking a loan of the state

from Peter David in Washington

As the British Government gets ever more deeply embroiled in student loans (see page 3) its counterpart across the Atlantic is struggling to retrieve more than \$1,000m (£625m) owed by former students.

Among the many thousands of defaulters are 47,000 of the US Government's own employees - and among them are 67 officials in the Department of Education. These particular defaulters will find themselves in the absurd position of getting a letter from themselves giving themselves 60 days to repay their debts.

The civil servants face stiff penalties if they fail to arrange repay-

ment. Under new legislation they will find their salaries reduced by 15 per cent until the Government has recouped its loans. In addition, the names of the defaulters may be given to national credit bureaux, thereby jeopardizing their creditworthiness. The defaulting civil servants, whose debts total \$68m, were tracked down by computer.

The move against government employees is just the latest in a series of strategies being used to try and reduce the loan debts. Others include hiring private collection agencies and cutting loan funds for universities with poor collection records.

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New broom

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Career climbers

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EDUCATIONAL SUPPLEMENT
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Have brains, will borrow . . .

A few judicious leaks about the progress of Tory plans to introduce student loans provided the education correspondents with some badly needed crumbs over the holiday weekend (page 3). Inevitably, they have the impression that things were already a bit more cut and dried than they are: it seems that the scheme which Mr William Waldegrave has worked out has some way to go before it is presented formally to the key group of Ministers and party officials who will draw up the eventual list of Manifesto commitments. There is, however, no reason to doubt that something like the proposals now being discussed will find their way into Mrs Thatcher's list of election goodies.

Mr Waldegrave's characteristic contribution has been to turn what might otherwise have been a fairly barren expression of party ideology into an ingenious attempt to break out of the straitjacket which the present student grant system has imposed on higher education planning. The present system is extremely expensive and has led to a number of consequential difficulties.

For example:

- because of their cost, student grants have been undermined by a bipartisan failure to defend their real value against inflation;
- because of their cost, mandatory student awards have absorbed a disproportionate amount of available funds for student support, to the unjust detriment of students seeking discretionary grants (and educational maintenance allowances);
- because of their cost, they have begun to influence Government plans for the total size of the student body in higher education.

The student grant system is also open to criticism on more fundamental grounds of fairness. As Sir Keith Joseph is, himself, wont to say, there is no obvious reason why his less well-off constituents in Leeds, the majority of whom have never benefited from a student grant, should dip into their pockets to subsidize the higher education of generation after generation of undergraduates who enjoy the statistical expectation of better than average life earnings.

It would, however, be perverse in the extreme if, in the process of eliminating this inequitable transfer of resources from the poor to the rich, the poor students' chances of getting higher education were diminished while the sons and daughters of the well-to-do simply got the benefit of cheap loans where hitherto there were none.

It is of the first importance that the configuration of scholarships, grants, earnings, and loans, should be designed to avoid the risk of this happening. What is being suggested will come as a severe shock to a system which will have been operating (in one form or another) for getting on for 40 years by the time any new dispensation is introduced. There will need to be a transitional period in which people get used to the new arrangements. This would point to some sort of sliding scale for the introduction of the loan element, with those from the poorest families continuing to receive all or most of their support in the form of grants, while those from the most affluent homes become largely or even wholly dependent on loans.

It is, however, points of this nature on which the argument should now turn, rather than on the principle of the thing. In principle a repayable loan has more merit than a grant of declining value which has begun to distort planning policy.

It reports prove to be correct. Mr Waldegrave has managed to persuade Sir Keith to put this forward in positive terms - linked to an initial increase both in the number of recipients of

student support and the total cost, and a lowering to 21 of the age when students are assessed on their own resources. In the long run, loans would relieve the Treasury of a heavy commitment, but in the short term they will cost money. It would be a bold and wholly admirable move to combine the introduction of loans with an increase in state funds for post-secondary students at present outside the narrow circle of mandatory awards.

Till the small print is published - which will not be in the Manifesto, but more likely in the Bill which would be required to carry out the Manifesto promise, and the regulations made under an eventual Act - there must be an element of uncertainty about the final outcome because of the risk that the present Government's wrong-headed tendencies may replace one set of inequities and constraints with another. But in the meantime a cautious welcome is in order. Mr Neil Kinnock's condemnation of the plan and his promise of its repeal is ludicrously premature and a caricature of all that is wrong with the present political intercourse between the Tories and the Opposition.

Sir Keith has allocated 8.5 per cent of the initial teacher training places in the public sector to the Catholics. This is obviously much easier to distribute than the 9.3 per cent which they had come to expect over the years, and certainly easier to handle than the 10 per cent which their numbers would merit. But he has also relieved the bishops of the chore of distributing them among the Catholic training institutions according to the precedents laid down by their partnership in the dual system. In their innocence, the bishops had worked upon the principle that the Catholic north should get 50 per cent of Catholic places in the system, the Midlands would get 15 per cent, and the south 35 per cent. Sir Keith gave them a pleasant surprise during the holiday season for colleges and for Parliament, by announcing on August 8, 1982 that he had already done the job for them, without bothering them for consultations. He, in his wisdom, gave the north 45 per cent, the Midlands 0 per cent and the south 55 per cent. The Catholic figures had reflected density of Catholic population and the needs of the system. It is not clear on what basis Sir Keith made his decision but it could be argued that the north and the Midlands did not need all their places because he also planned to close a college in each area.

On November 8 Sir Keith saved one of the colleges (albeit from himself) saying that the cuts had weighed too heavily on the Catholics - which is what they had been saying all along. Had they been consulted in July they could have saved him the trouble of changing his mind. But in reprieving Newman College he also advised it to join up with a Free Church College in the Midlands. Is that really any business?

The Catholic bishops, hitherto blissfully unaware that they have no role to play in the dual system at this level, had been taking into account such factors as density of Catholic population, the needs of the system and the wishes of the Catholic community who consider it to be unthinkable to lose the last college in Greater Manchester.

Sir Keith knows better. He is displaying that breadth of vision given only to the few, which enables him to know better the needs of the Catholic Church than do the bishops of that church. To those who criticize him for taking too much upon himself, I say: "Give the man a chance. He has not been running the church long enough to judge him properly. I predict, that after a few more years, he will qualify under the Assisted Places scheme for entry to another place altogether."

Dr John Cosgrove is dean of the Faculty of Humanities at De La Salle College of Higher Education.

Second opinion

Sir Keith knows better than the bishops

The article by Tyrrell Burgess (December 17) argued quite convincingly that successive education secretaries had tried to do everyone's job but their own, and that they had tried to undermine all their partners in the national system of education. He neglected to point out, however, that Sir Keith Joseph had extended the range of these activities to include himself the educational activities of the Cardinal Archbishop of Westminster, the Catholic Education Commission and the bench of bishops.

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COMMENT

Play up and get a job

Long-term observers of the scramble for jobs will not be all that surprised by the *Golf World* survey which shows that sports prowess still helps a job-seeker (page 7). One remembers the teacher training college famous in the 1960s for its achievements on the field. Its admissions policy was never spelled out but each autumn it garnered a Welsh harvest of student teachers better qualified in valley rugby than in the "curriculum" subjects currently obsessing Sir Keith Joseph. They were nothing if not employable.

Take schoolmaster internationals in any sport. Hardly the cup awarded than they disappear from the treadmill of the timetable to reappear in the colours of one of the big companies as sales representatives, public relations officers or simply something vague in personnel. Their newly-found captains (of industry) might argue that the qualities of character inherent in the sporting personality make them ideal for the job. At the same time the cynic will reflect that sponsoring an individual comes cheaper than sponsoring a championship.



Paying for the pipers

Concern about musical education and whether instrumental tuition should be given as part of the school curriculum continues to fuel the educational debate in places like Surrey and Hereford and Worcester where cheese-pricing i.e.a.s have cut down on peripatetic music staff to shave a few thousand pounds from multi-million pound budgets. Now Andrew Fairbairn, the Leicestershire director of education, has waded in with a letter to *The Times*: "Music education," he writes, "be it of the choral, instrumental or appreciative variety, must be an integral part of the syllabus at the primary and secondary stages. There should be no question of assessing music's priority in relation to other subjects. Once a charge is levied for any part of the public education system, then that part is seen clearly as of secondary importance in relation to the rest. Furthermore ability to pay then decides who will be taught, and talent which cannot afford is excluded."

Leicestershire has, of course, already been through the mill which is grinding down the would-be musicians of Surrey and come out the other side, still providing instrumental tuition without charge during school hours, supported by a charity set up to raise funds by a public appeal for arts in education.

Not everyone is likely to be happy about financing musical education by charitable contributions: if music, why not maths or physics? Whatever their demerits, rates and taxes are a more plausible way of mobilising resources for education than voluntary gifts. But at least what Leicestershire has done has kept the wolf from the door without

depending wholly on the disparate efforts of individual schools.

A recent article in *The Economist* discussed the spread of voluntary fund-raising to augment tax funds in American public (ie public) schools. Taking advantage of generous provisions for tax-exemption it seems that San Francisco's Educational Fund, set up in 1979, produced \$500,000 for the city's schools last year. Precarious as such ramshackle funding schemes sound, they have an elementary charm. If everyone paid for local services by means of coveted subscriptions instead of rates and taxes, think how much income tax we should save.

Ten years on

On the time scale of history, 10 years of British membership of the European Community doesn't seem much to write home about. But Europe is the theme of the North of England Conference which is meeting in Liverpool this week.

Mercifully, education is not a Euro-subject and our friends the Danes, when not blocking attempts to devise a Community fisheries policy, are dab hands at blocking moves to encroach on the schools.

But Brussels has big ambitions in what may be called MSC country, and has already contributed large sums to the Youth Opportunities Programme. Clearly, Ivor Richard would like to go father and press for Europe-wide policies on youth training and employment, but progress has been painfully slow.

no comment

"The Department of Educational Media would be grateful to receive small quantities of illustrated magazines and comics for students' use." From a University of London Institute of Education newsletter.

Lead content in school water tops WHO limit

The lead content of drinking water exceeds recommended levels in approximately 10 per cent of Birmingham schools, according to a report by the city's environment health department.

Samples taken from five day nurseries show the incidence of excessive lead in water to be even higher. Out of 50 samples, eight were over the limit laid down by the World Health Organization.

The report also records that in roughly one in ten households the levels of lead dissolved in water are above the recommended limits. In all cases the lead content was a result of water being carried in old lead pipes.

Environmental health officers took 1,700 samples from 174 schools in the inner city; 114 exceeded the WHO limits which are 0.3 milligrams of lead per litre of water for samples taken from water which has been standing in pipes and 0.1 milligram per litre for samples taken after flushing pipes.

A spokesman said the sample from schools were "fairly consistent" with what had been found in domestic households and other buildings in the city. In many cases the levels did not exceed the limits "by very much," he added.

"But if you've got limits it's reasonable to assume they shouldn't be exceeded."

The EEC was in the process of devising more stringent limits which if applied to Birmingham would find more establishments with excessive lead in water, he said.

The Birmingham report which does not contain recommendations was a response to and explanation of the Department of Environment's circular: "Lead in the Environment".

Anti-crime plan confuses MPs

Reports of a Government plan to pay "17-year-old criminals" up to £60 a week in work projects drew angry protests from some MPs this week. They compared it with the £25 being paid to youngsters in the Youth Opportunities Programme.

What the MPs did not realize was that the proposal, which would use Manpower Services Commission money to combat crime, would not employ any under-18s at all. And most of the participants would not be criminals.

The idea is to try to build a group of projects, aimed at reducing crime or mitigating its effects, into the Community Programme, the scheme which provides work for some of the adult long-term unemployed. Although some projects would provide work for former Borstal trainees, others would recruit adults to carry out crime prevention work, including working with youngsters at risk.

So far the scheme is only a set of tentative proposals produced by Mr Geoffrey Holland, the MSC's director, in response to a request from the Home Office. Voluntary agencies have been asked for their views.

Mr Patrick Kodikara, chairman of Hackney's social services committee, said a team of council officers was already investigating the claims which appeared in *The Sun* newspaper, and that a report by four councillors would be made within a fortnight.

"I do not want this matter to drag on," he said. "The so-called 'liberal' nature of the regime at Spurstowe has been called into question and the facts must be established." He hoped the councillors would make recommendations about how such a centre should be run.

He confirmed that Mr Robin Blair, the head of the centre's therapy unit, had been suspended on full pay since October but could not say whether or not the case was linked to the latest allegations. The reasons for the suspension were still being investigated.

The inquiry into the running of a regional assessment centre and the behaviour of delinquent teenage girls who live there, began this week in the London borough of Hackney. The inquiry into the Spurstowe Terrace Regional Assessment Centre comes after allegations that girls aged 12 to 17 have been involved in prostitution, heavy drinking, glue sniffing and drug taking while living at the centre.

Dr John Cosgrove is dean of the Faculty of Humanities at De La Salle College of Higher Education.

Discussions are at soon with the Treasury on plans drawn up in the Department of Education for a loans scheme for students.

Contrary to some press reports, many details of the scheme have still to be worked out and ministers will not decide for several months whether to include loans in the next Conservative Manifesto. Neither Mrs Thatcher nor Sir Geoffrey Howe, Chancellor, has seen the scheme, which has not yet officially left the DES.

The basic plan is to replace about half of the existing mandatory grant (now £1,600-£1,900 a year) with a low interest government loan, thus saving a substantial part of the £600m grants budget in the long term and making it possible to extend support to a wider range of students.

Other features of the scheme will depend on Treasury approval and on discussions among Cabinet ministers and within the Conservative Party. Ministers are only too aware that an important section of Tory voters have student children and that it may be necessary to include a number of "sweeteners".

These could include the insertion of an extra £50m to extend the new grant/loan mix to an estimated 30,000 students on advanced courses who do not now qualify for mandatory awards. They include law students during their post-graduate professional training, part-time students on higher certificate courses (HNC) and students in para-medical subjects.

DES ministers and officials also argue that the parental contribution to grants should be abolished under the new scheme. But that would cost a substantial sum and could be blocked by the Treasury, who might agree instead to a reduction in the age (currently 25) at which students no longer have to depend on their parents' contribution.

The minimum grant of £410 could also be abolished if a mixed scheme were introduced.

Nor has it yet been decided who should run a loans scheme and chase up defaulters.

If it were run by the Inland Revenue, repayment could be made through the tax system, with payments starting automatically once the graduate's income had risen above a certain level. But the scheme is more likely to be run by the DES or local education authorities.

The plans have already provoked loud political protests from the Labour Party and the National Union of Students. Mr Neil Kinnock, Opposition spokesman on education, said a Labour government would "uproot" any loans system set up by the Conservatives unless it was very well established and dismantling posed enormous administrative problems.

And Mr Neil Stewart, president of the National Union of Students, has written to Sir Keith Joseph, Education Secretary, asking him to confirm or deny the leaked proposals and complaining that loans would hit working class students hardest.

Earlier, a High Court judge had set aside a decision by the authority's education committee ordering

Mr Schafer not to return to his school. He had been suspended from his job after members of the National Union of Teachers at his school had threatened to strike if no action was taken against him.

Mr Hart said the NAHT had written to the Wakefield authority saying that as the letter fails to comply with the court order and makes it impossible for Mr Schafer to prepare a defence against the charges.

The letter alleges that Mr Schafer did not have satisfactory working relationships with his staff and that he failed to cooperate with the authority's advisory service.

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PLATFORM

Door need not close when Young comes in

Anne Jones argues that the 14-18 prevocational proposals can be implemented within the comprehensive system

The Young proposals have been received with very mixed feelings. Some local authorities see them as a threat to the comprehensive principle. Others, who are already deep into prevocational education, are seeing them as a source of resourcing work already begun. Many see the way the proposals and decisions to provide funding were made as a threat to established procedures. Others recognize what David Young himself has stated, that proper procedures were taking too long to bring about change.

The fundamental question, as I see it, is whether we are talking about technical schools/streams, or whether we are talking about opening opportunities for a technological education (appropriate to a technological age) to a comprehensive range of pupils in secondary schools. Many assume that David Young means the former, largely because of the ORT connection and their existing technical schools, eg Paris. I think that has to be proved. I think it is incumbent upon those of us who support the comprehensive principle and are violently opposed to a reversion to a tripartite system, or even a dual system, to demonstrate that the aims and objectives of the Young proposals could be implemented within the comprehensive system in a way which gave access to all pupils, of all abilities, without closing down their options, or depriving them of a balanced education which included expressive and creative elements as well as basic skills and competencies.

Schools have been urged for some time now to make the 14-19 curriculum more prevocational. David Young's ideas simply repeat this exhortation but make, by implication, the extremely important point that you cannot make 14-19 education prevocational without providing experiences outside school (eg contacts with employers and young workers, work experience), without providing schools with the necessary technological equipment, and without teaching courses such as BEC, TEC and City & Guilds and RSA, which are more appropriate in content and as a qualification for many pupils. At the moment, virtually 100 per cent of comprehensive pupils sit for O level and CSE. The numbers getting four O level passes or equivalent or more must be under 40 per cent. Yet the whole system is geared to this unrealistic and rather narrow goal.

What is not always realized in schools is that TEC and BEC are the equivalent of four O level passes for those choosing to go up the technological/business ladder rather than the



Anne Jones: conversions will come to the converted

traditional O level ladder. Students can go on to Higher National and degree level via this route, or they can get off the escalator at any point they choose, and go to work. Some of our future technocrats might be better served by following this route than by studying "pure" A level subjects.

The problem with setting up separate technical schools or streams is not simply one of anti-comprehensiveness. It would also perpetuate the already existing gulf between academic and technological education. It would reinforce the old English tradition of intellectual elitism as something supposedly superior to, and certainly divorced from, technological competence. Surely all our students need opportunities to learn

about technology as well as developing their intellects as far as possible? Although work-wise we need more skilled technicians than technocrats, nevertheless we would not want to see technological education as the prerogative of the dim or the difficult.

There is a temptation for secondary schools to create a "technological" remedial stream: a course to salvage those pupils who recognize in-year four that they are never going to pass any exams, and who from then on rebel, and generally make a nuisance of themselves as a misplaced attempt to salvage some self-esteem in a life doomed to failure. There is evidence already that some of these pupils do respond very well to, say, a City & Guilds engineering foundation studies

course. We have two fifth-formers, previously unmotivated and depressed, who have joined in with such a course (run for sixth-formers) and have turned, almost overnight, from negative to positive.

But such a negative justification for the extension of technological and prevocational education in years four and five meets neither the criteria of comprehensiveness nor of bridging the gap between the intellectual and the vocational. There is the danger, too, that these pupils' general education would be prematurely curtailed, and in particular they would be starved of the expressive and creative arts.

So how could a comprehensive school try to meet all these objectives at once? Can it honestly be done? We have looked at this in relation to our existing subject and exam-dominated curriculum: eventually we'd like to change all this too, but we have to start from where we are now. We have a large common core which is followed by all pupils in years four and five; it consists of English (5), maths (5), PE/careers/health education (4), community studies (2), science (4), practical/creative (4) and humanities (4). There is choice within science, practical/creative, and humanities, and the latter includes such subjects as economics and money management. In toto, this common core provides 28 lessons per week, leaving three "options" of four periods each, ie 12 periods. We would not be opposed to having some pupils specialize, if they so wished, in their three "options", in courses relevant to such areas of vocational studies as technology, catering and business studies. All these students would need to work with computers. In year four, we feel these students would be best served in present circumstances by starting with traditional courses such as, to give one example, design and technology, technical drawing and motor vehicle studies. In year five adjustments could be made to their courses to make them compatible with a City & Guilds Foundation course - where this suited the students' needs and wishes better than O level or CSE. Our common core for all pupils already includes a community care placement in year four, work experience in year five and basic political/economic/environmental/social understanding. It needs some, but not a great deal of, further adjustment to provide a sound education

enabling all students to cope with life and leisure as well as work.

At the end of the fifth year, students who had done a City & Guilds course could either leave and go to work or NIT, or continue to the lower sixth to do a BEC, TEC or more advanced City & Guilds course. Those students, by then armed with the equivalent of four O levels, could go on to a higher FE course and thence to higher education. They could, however, leave for work at almost any point without being totally unqualified or unskilled. We have already planned such a system for the sixth form in 1983-84 in conjunction with our local college of FE and feel very optimistic about the outcome for the students.

No doubt parents will take some persuading initially that this is a valid alternative to the O level way. However, our experience is that parents and pupils are at last beginning to recognize the futility of the O level chase and particularly of the O level repeat fiasco. Far better to convert at this stage to a prevocational qualification with prospects than a repeat of a "failure".

Where schools such as ours to offer such a scheme in years four and five, there would be funding implications for staffing, staff development, pupils' travel and practical expenses, etc. But the most important funding would be in technological, computer, business and catering equipment. Our purpose-built 1974 school has superb equipment in all these areas which is probably in terms of work application almost obsolete. This must be the case in nearly every secondary school in the country.

This brings me to another difficulty implicit in the Young proposals, that is the aura of competitiveness and haste which surrounds all this. Local authorities who have not already got their schools thinking this way genuinely cannot make proposals on their behalf overnight. So the conversions will come to the converted. The message therefore may not spread to those local authorities or schools which have done relatively little in the prevocational field so far. The experience of most of us is that although such developments can be prodded, jolted and even inspired, in the end they only work if the people involved believe in them and want them, and if developments are organic and at a pace schools can absorb.

However, if all this could be done in an effective and equitable way, our teachers as well as our schools would be better equipped to meet the needs of our students and our society. Furthermore, our schools could become useful learning and retraining resources for all those adults, young and old, unemployed and retired, work-orientated or leisure-orientated, who wish to take retraining, training, vocational or recreational courses - long or short, in the new technology in all its various forms. So the capital investments would not be wasted.

If all this is what David Young means, perhaps we are interested after all...

Anne Jones is head of Cranford Community School, Hounslow.

Skillcentres to be run as business by new agency

by Mark Jackson

The Government's 69 skillcentres, set up to provide occupational training for the adult unemployed, are to be turned into a commercially run training business. They are likely to be competing with further education colleges for some students, including Youth Training Scheme youngsters. The plan, to be announced in Parliament by the Employment Secretary later this month, is to hand the centres over to a new body, The National Training Agency, headed by the Manpower Services Commission's chairman, Mr David Young. At present the skillcentres, set up before the war as Government training centres under the Ministry of Labour, are part of the network of training services run by the commission's training division.

The main work of the centres in recent years has been to retrain unemployed adults for skilled jobs under the Training Opportunities Scheme although they have been running an increasing number of courses for which employers pay and also providing some industrial training for Youth Opportunities Programme youngsters.

The cost and the effectiveness of the skillcentre network has come under fire in a number of recent studies, notably a report by the Government's efficiency adviser, Sir Derek Rayner. Mr Young started

talking about finding ways of making a better use of their facilities soon after his arrival at the MSC.

But in some quarters, including the unions and youth agencies, the announcement is likely to fan suspicions already aroused by an unpublished MSC report on adult training, that Mr Young and some Ministers want in the end to make workers pay for their training out of their own pockets.

Also to be announced is a major reorganization of the commission's own structure throughout the country. The regional manpower directors will lose the wide responsibilities they acquired under the commission's decentralization plans only five years ago, and which gave them the direction of all MSC activities in their regions. Instead, the two main operating divisions, training and employment services, will be directly responsible for their staffs again. The training division, which now includes the special programmes staff who run schemes for the unemployed, will work from 54 area offices, one for each of the new area manpower boards set up to run the Youth Training Scheme.

For the divisions, originally autonomous agencies operating under the loose control of the MSC, the new changes are largely a return to the pre-1977 arrangements.

International report calls for investment to support change

by Patricia Santinelli

Member countries should urgently give greater priority to in-service education and training, a report from the Organization for Economic Cooperation and Development says. The report based on a six-year research programme carried out by the OECD's Centre for Educational Research and Innovation, argues that only through such investment can countries sustain educational change and stimulus.

"For in spite of decreasing recruitment there remains a strong need to maintain the internal dynamism of the teaching profession as a means of improving the education system at all levels in member countries", Dr Ray Bolam, of the University of Bristol, the author of the report, says.

The programme was set up in response to a growing demand for

the coordinated development of in-service education and training to equip teachers with new approaches, methods and attitudes.

The report emphasizes that training activities should be school-centred or focused and take an increasingly collaborative form aided by a solid support structure.

But Dr Bolam points out that school-based training should not exclude other types of in-service education and training. "It is vitally important that existing methods and approaches - for example, advanced degree courses at universities - should be maintained."

Discussing external support structure, the report states that if higher education institutions are to be effectively used their internal structure and staff incentives must be reviewed. - *THES*.



It was all go at the start of the four day Open Go tournament in Covent Garden, London, on New Year's Day. About 150 enthusiasts from all over Europe faced each other across the boards at this 3,500-year-old game. (Picture John Voos).

HMI denies Liverpool witch-hunt

by Nick Wood

The Government has not started a witch-hunt to kill off the initial training courses for teachers of the mentally handicapped, college lecturers were assured this week.

Mr Freddie Green, of Her Majesty's Inspectorate, told the annual conference of the Association of Special Education Tutors in Wakefield, that the recent asking of such a course in the City of Liverpool College of Higher Education did not mean a change in government policy.

The Department of Education and Science has to review the need of the service in the light of a declining population. Liverpool came up at a time when this kind of change was happening.

Mr Green favours a curriculum-led approach to special educational needs. The curriculum of special schools was restricted and occasionally impoverished, he said. All too often it was dominated by teaching children very limited skills.

"We should identify every child's curricular needs and help them more positively. The new Education Act due to come into force in April should stimulate that kind of change", he said.

Mr Green favoured the "whole school" or "whole college" approach to special needs. He said special educationists must aid and abet their subject-teaching colleagues to make the curriculum more accessible to as many children as possible.

capitalism by deliberately denying knowledge to the working classes. Schools occupy a central place in transmitting capitalist ideology to each generation. In this respect, they are said to have assumed a role once played by the Church. However, according to Mr Hickox, the evidence suggests otherwise.

First, in no industrial capitalist society is there a close fit between people's educational qualifications and their eventual jobs. The demand for highly educated people fluctuates wildly in a capitalist society and typically schools have been insulated from the demands of the labour market.

Second, the crude distinctions schools make between "mental and manual" skills and between "education" and "training" are not a product of capitalism and were not brought about at the behest of Victorian mill-owners anxious to fill their factories with willing drones. By and large, Victorian industrialists were "sceptical" of the improving value of education and paid it little attention.

The distinctions comfortably predated the rise of capitalism and the development of an elitist form of secondary education was geared not towards industry but the needs of expanding state bureaucracies.

He identifies four main strands in the Marxist analysis. ● Mass education was introduced in the last century to supply capital with a "passive and disciplined" workforce. ● The education service, with its divisions and hierarchies, acts as a forming ground for a society characterized by a pyramid-like structure of jobs and status. Its array of certificates, degrees and diplomas also "legitimizes" capitalist control in an ostensibly "neutral" and acceptable way. ● The education service props up

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Maths move

The Government is to commission a one-year study of the lessons to be learnt from the practical testing in mathematics which has been carried out by the Assessment of Performance Unit.

The Department of Education has written to various institutions asking for their suggestions for the appraisal, which was recommended in the Cockcroft Report. The £10,000 study, which should start around Easter, will aim to produce a report for maths advisers, examiners and textbook writers. "Although the needs of the teacher in the classroom will not be overlooked,"

Takeover costs

A state takeover of Britain's 2,550 private schools would cost between £1,000 million - £2,000 million, plus another £500 million annual running costs, according to an independent report by Mintel, a Market Intelligence Company.

NEWS

ILEA looks at ways to support the arts

by Diane Spencer

The Inner London Education Authority is planning a major initiative on arts education.

A 44-page report, now being discussed by ILEA subcommittees, reviews the nature and extent of arts education in the authority and makes a number of recommendations for its development.

Mrs Frances Morrell, ILEA deputy leader, said: "Both education and the arts are under unprecedented financial pressure and too many education authorities are treating the arts as an expendable luxury. So it is important for the ILEA to reaffirm its belief in the central role the creative arts should occupy."

"The arts are central to the curriculum because they liberate the forces of creative thinking and are

as vital to the educational processes as the other key disciplines."

The report outlines three principles for development:

● Initiatives should link phases of education - primary, secondary, adult - and cross boundaries of the arts themselves;

● Existing resources and facilities must be used more effectively in the evenings and on Saturday mornings;

● More support should be given to professional companies and voluntary groups who work with children.

For schools, the report recommends that:

□ In art, courses should be developed involving different school departments and in cooperation with adult institutes for evening and Saturday activities

□ For dance, schools should encourage pupils to see and work with professional groups, form school dance clubs and provide special classes for senior pupils

□ More children should visit theatres

□ In music, the report suggests reinstating the programme of instrumental teaching in primary schools instead of the present ad hoc arrangements.

Although these plans will be implemented under the proposed budget allocation of around £90,000, the authority is hoping for support from the Greater London Council's arts and recreation committee. Discussions are already taking place on ways of opening up the foyer and central spaces of the Royal Festival

Hall for schools to stage "do-it-yourself" musical activities.

● The ILEA is considering how parents of the 45,000 non-English-speaking children and other minority groups in its schools should be better represented in decision-making on education.

Ms Deirdre Wood, subcommittee chairman, said: "For a long time black people, Asians and other ethnic groups have felt dissatisfied with the lack of representation of minority groups in local government. The staff and general sub-committee is looking at various options which will allow ethnic minority groups a greater involvement in the authority's plans."

A report has been prepared and it is hoped to present firm proposals by the spring.

Colleges to benefit

The Government has named the 16 polytechnics and colleges which will benefit from the first stage of its £100m programme to boost information technology and research.

They are: Brighton Polytechnic, Brighton Technical College, Chelmer Institute of Higher Education, Coventry (Lanchester) Polytechnic, Doncaster Metropolitan Institute of Higher Education, Gloucestershire College of Art and Technology, Hatfield Polytechnic, Kingston Polytechnic, Leicester Polytechnic, North Staffordshire Polytechnic, Portsmouth Polytechnic, Slough College of Higher Education, South Bank Polytechnic, Sunderland Polytechnic and Teesside Polytechnic.

In all, they will spend about £2m next year providing courses for an extra 800 first degree and higher diploma or certificate students and an extra 400 postgraduate and post-experience.

Secret government papers released this week under the 30-year rule show that Churchill's Cabinet in 1952 spent hours worrying not only about atomic tests, Stalin and the Sterling Area, but about a topic of infinite complexity and political controversy - teachers' superannuation.

High on the agenda of three successive Cabinets was a demand by the Treasury for a 2 per cent increase in the combined contribution of teachers and their local authority employers. Without it, memoranda claimed, the superannuation fund would go bankrupt.

But other ministers were fearful that increasing the contributions would have a knock-on effect on pay. The then Minister of Education, Dame Florence Horsburgh, reported to the Cabinet in October that teachers' representatives strongly opposed any such scheme.

Eventually the Cabinet decided to draw up a new superannuation scheme in a Bill - a fateful step since the scheme two years later provoked a backbench Tory revolt and ruined the political reputation of Dame Florence.

To judge from the Cabinet papers, now available for inspection at the Public Record Office, 1952 was not a good year for education. True, in Cabinet, Mr Harold Macmillan won the backing of the Prime Minister in defeating plans by Mr R A Butler, the Chancellor, for a huge deflation. "Reductions in housing and social policies seem to me very dangerous", Macmillan said in language that would hardly earn him a place at Cabinet table today. "It's the same thing we were asked to do in 1931."

The archives disclose ministerial dreams that were not to be. Lord Woolton as Lord President of the

1952 - not a good year for education

by David Walker of The Times

Yet it can now be proved that Macmillan supported the educational building programme that year. This - "a rising programme" in the records of the time - was considered vital to accommodate the postwar baby boom just arriving in school. But Macmillan, the Minister for Housing and Local Government, put house building first, and preempted the limited supplies of steel and wood. David Eccles, later in the fifties a successful Minister for Education, was then Minister of Works. In one Cabinet memo he commented sharply that the freedom given by Churchill to Macmillan was a complete breach in the comprehensive planning of the immediate postwar years.

The archives disclose ministerial dreams that were not to be. Lord Woolton as Lord President of the

Council and a senior Tory carrying much weight with Churchill, presented a memorandum to the Cabinet on the future of technical education. "I regard the ultimate object as nothing less than a technical revolution in British industry. To achieve this I consider that we have to mobilize the technically-minded young people in the industrial districts."

His means was to be technological universities. Eventually the Cabinet approved limited development only at Imperial College, London, and - thanks to pressure in Cabinet by James Stuart, the Secretary for Scotland - in Glasgow, and also in Manchester. The two technical colleges selected eventually became Strathclyde University and the University of Manchester Institute of Science and Technology.

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Science teaching to get more in-service courses

by Nick Wood

The Association for Science Education is to give a much needed boost to science teaching in primary schools.

Working in conjunction with colleges and institutions of higher education, it has drawn up guidelines for new courses aimed at teachers with an interest in science but little or no academic experience of the subject.

Talks are still going on, but from next September the association expects that at least 10 centres across the country will be offering a new form of in-service training for primary teachers.

Two types of courses are planned: one leading to a certificate of science teaching and the other, more advanced, culminating in a diploma in science education (primary).

Both qualifications will be validated by the association which has a membership of 17,000 science teachers in schools and colleges.

Mr John Slade, a member of the newly constituted validation board, said that the association was focusing on primary teachers because they were in the "greatest need" of this kind of training. Unlike existing courses, those approved by the ASE would emphasize building up practical teaching skills rather than theoretical knowledge.

Mrs Kathy Wilson, the board's secretary, said that many primary teachers had been put off science when they were at school, and they now avoided the subject in their classrooms.

The basic course would seek to

build up their scientific knowledge and give them the confidence to tackle some simple scientific themes with their pupils. The more advanced diploma course, which would normally be taken by teachers who had acquired the certificate, is intended for teachers taking on responsibility for developing science teaching in their schools.

It will cover the key areas of managing resources, organizing science teaching in a school, and in-service training for staff. The association hopes to extend it to secondary schools.

PRIMARY & PRESCHOOL

Both courses will run for a year and are likely to involve around 100 hours of study - equivalent to a term's full-time work.

This week the association, which is following a lead set by the Mathematical Association and the Historical Association, was writing to the principals of 100 colleges and institutions, reminding them of the initiative and enclosing details of the criteria that courses must meet.

The Association for Science Education was holding its annual meeting in Manchester this week.



Bird in hand: duck eggs were incubated and hatched in class by Ann Bates, reception teacher at Frohisher Court Primary School, Jaywick, Essex during the Christmas term. She shows the day-old ducklings to pupils Les Jennings and Sarah Dawson.

Fear of rickets outbreak dismissed

by Hilary Wilce

Two cases of rickets in white infants have been reported in Sheffield, but the doctor investigating the case has dismissed fears that the crippling poverty disease of the 1930s could be returning to Britain.

Dr Nick Spencer, consultant paediatrician at the Northern General Hospital, said: "Neither case at the moment appears to be very directly related to social deprivation - if there were a link, I would be the first to let everyone know."

Rickets is fairly common among Asian children whose diet can be deficient in vitamin D and who get little sunlight on their skins but has been virtually eradicated among white children since the 1940s.

Dr Matthew Dunnigan, consultant physician at Stobhill General Hospital and one of the country's leading experts on rickets, said there

had been virtually no cases of the disease among white infants since the 1940s. Cases still occurred, however, when babies had difficulty in absorbing vitamin D, when mothers failed to make use of the cheap or free dried milk available to them, or when babies were fed on an extreme vegetarian diet.

A national "Stop Rickets" campaign has been successful in promoting awareness of the disease and its causes among Asian communities, but the Government has said it will no longer fund it.

The campaign was originally launched as a one-year exercise in 1981, then continued for a further year.

In Sheffield, more than 50 cases of rickets and many more cases of potential rickets have come to light among the 15,000-strong Asian community following film shows and

talks in schools, temples and mosques.

Dr A Karim Admani, a Sheffield consultant physician and chairman of the campaign committee, said that schools played an important part. "Teachers in infant schools were told to be alert to children not thriving, eating poorly and complaining of aches and pains."

Although the rickets campaign has ended, the campaign committee would be turning its attention to more general questions of health care in the Asian community, he said.

A spokesman for the Department of Health and Social Services, Mr Mike Ricketts, said the Government felt it had done all it could for the campaign and no more money would be made available.

New profit rule likely to cut sales of playing fields

by Bert Lodge and Sarah Bayliss

The sale of school playing fields and surplus school buildings could slump in the coming year, according to the local authority associations.

That forecast - which has delighted the sports lobbyists - is part of an angry response from both the local authority associations over a technical rule change by the Government.

An announcement made last week states that local councils may no longer use the profits from selling land as they wish. From April 1 - the beginning of the financial year - they can add only half the profits from sales to their capital expenditure allocations. The other half can be used to repay existing debts or to earn interest, but not to expand capital spending.

The associations claim the change is another threat to their traditional freedoms.

"It will be a disincentive to sell", said Mr Peter Coles, deputy education secretary of the Association of County Councils. He believed that sports facilities would suffer since money from sales had often been used to bring remaining pitches up to standard. He thought the sports lobby should be interested in "playability".

"Some of the land up for sale was often useless for team games."

But Mr Nigel Hook, technical officer of the Central Council of Physical Recreation, to which governing bodies of school sports are affiliated, said he was delighted because a recent survey had shown local councils were planning to sell off over 2,000 acres of school playing fields and recreational areas.

According to DES sources sales of educational assets including playing fields are running at £30m-£40m a year and are forecast to be £55m in 1983-84. The DES - which

denies the disincentive argument - has decided that given the size of these sales, a proportion of them should be added to the total capital allocation which it controls and distributes.

Accordingly, while 50 per cent of receipts can be spent by individual councils, the remaining 50 per cent has been added to next year's total allocation, raising it slightly from last year's figure of £592.3m to £594.7m. In theory the capital allocations for each authority - that is, the amount they are allowed to borrow next year - should rise.

Mr Ian Ward, finance officer of the ACC, said this week: "The Government is arguing that we are lucky to be left in a standstill position for the coming year. But we are extremely worried at the unfairness of the new system and that we've no guarantee that the allocations will be maintained in the coming years."

The argument for "playability" has been reinforced by a long-awaited DES bulletin No 28 on playing fields and hard surfaces. It reiterates the requirement of the Education (School Premises) Regulations 1981, that grass pitches should be capable of sustaining at least seven hours' use a week.

Over the past couple of years the DES has been generating enthusiasm for artificial and hard surface pitches. The 1981 regulations specify that a hard porous pitch "shall be reckoned as twice its area for the purposes of regulations."

The idea that fewer of these, intensively used, could supplant the traditional grass areas alarms the sports and educational groups opposed to the land disposal policy. They maintain that on principal no recreational land should be lost for whatever reason.



Climbers and rugby players were said to be the sort of sportsmen one could depend on in an emergency - but darts players scored poorly on the reliability rating.

Pitons a help on career ladder

by Nick Wood

Sporting success can be as valuable as a clutch of O levels when it comes to getting a job, according to a new survey of employers' attitudes.

The magazine *Golf World* asked 10 leading figures from politics, industry, the forces, medicine, sport and journalism how much weight they attached to sport and leisure interests when it came to assessing character and ability.

They included Mr Neil Macfarlane, Minister for Sport, Mr Cecil Parkinson, Chairman of the Conservative Party, Mr Ken Noble, Director of Personnel for the Post Office, Mr Victor Gollancz, Editor of *Pace*, and Mr David Evans, Vice Chief of the Defence Staff.

All took the view that sport shapes character and agreed that someone's sport and leisure interests were of value in assessing personality, character and suitability for a job.

Mr Parkinson said that active involvement in sport showed that someone was not a "one-string violin".

Mr Macfarlane said that many big

companies were interested in the details of sporting involvement and achievement. The fact that a man was captain of his cricket team, for instance, would help an interviewer draw a clearer picture of his personality and could tip the scales his way.

Dr David Ingolby, a Cambridge social psychologist, said that participation in sport showed that someone had the capacity to get on with others while under pressure.

He added that the things people do in their spare time said more about their potential than a list of previous jobs and employers.

The group was also asked who they would like to have on their side in a tight spot. Nine out of ten mentioned a climber, six a swimmer and five a rugby player. No one thought a snooker player or darts expert would be of help.

Mr Parkinson wanted a climber for "his combination of courage, self-reliance, practical fitness, and appreciation of technique." Mr Noble valued "his ability to reach critical decisions without hesitation."

On the other hand, Miss Gaskell found them entrancing, with the "euphoric air of a Yoga master".

fitness and endurance and rugged players were seen as having the additional qualities of "guts and team spirit".

The two businessmen - Mr Noble and Mr Gollancz - were the only ones yearning after the worldly wisdom of a good cards player. Mr Noble admitted he would welcome his "cunning, devilishness and sharpness."

Another question focused on the personality traits of golfers. Courtesy, trustworthiness and social skills were mentioned several times, but some of those interviewed were less complimentary.

Mrs Mary Peters, the Olympic gold medalist, said she expected golfers to talk of little else but their game and she was rarely disappointed. Mr Noble was struck by their "great single-mindedness and determination."

Mr Ingolby found them "comfortably formal and predictable."

On the other hand, Miss Gaskell found them entrancing, with the "euphoric air of a Yoga master".

Mother stands firm over place at school

by Sarah Bayliss

A mother whose young son has been refused a place at the school his sister attends has been offered places for them both at another school.

But Mrs Lesley Gold said this week she did not intend to disrupt the education of her 10-year-old daughter Tracey and that her four-year-old Jamie, should be accepted at her first choice of school where there is now a spare place.

Mrs Gold, who is expecting her third child, said her treatment by the London borough of Brent was "ludicrous", as well as "heartless". She claimed Jamie's education had been caught up in "stupid bureaucracy".

The case hangs on a geographical technicality. The family live on a main road which is the border between two boroughs: Harrow and

Brent. Conservative and Labour respectively.

The Golds live on the Harrow side but since both Tracey and Jamie have attended private nursery schools in Brent their natural choice of school is in Brent. The Mount Stewart school is also the closest to home and Harrow has always agreed to pay Brent for Tracey's place there. Harrow had also agreed to pay recruitment costs for Jamie.

Earlier this year however, Brent reduced the annual intake to Mount Stewart and other primaries from 70 to 60 pupils. It also established a policy giving pupils living in Brent clear priority for school places over those living in Harrow.

As a result of the cut in intake Mount Stewart was oversubscribed and Jamie was refused a place as a rising five in the autumn term.

At the time Mrs Gold told *The TES* she appreciated that Brent might want to change its policies or implement new ones. "What I don't understand, and what I think is so unfair, is that this particular policy is being enforced so inflexibly without taking account of the circumstances of children already at the school."

Mrs Gold, who has taken her complaint to Dr Rhodys Boyson, MP for Brent North and junior minister for schools, has now received a letter from Mr Martin Coleman, Labour leader of Brent, offering her two places in another Brent School, Uxendon Manor, for both Tracey and Jamie.

Mrs Gold says that while she has nothing against Uxendon Manor school, it is a 30-minute walk away from her home.

A spokesman for the council confirmed that a place was vacant at Mount Stewart because a family had moved out of the area. But the council's policy was to leave up to five places vacant after the beginning of the school year for children moving into the school's catchment area. Jamie Gold lived outside the catchment area and outside the borough so he would not be considered for Mount Stewart unless there were more than five vacant places.

He confirmed that two places had been offered at the Uxendon Manor school in Brent and agreed this must mean there were more than five places vacant in the reception class.

Mr Bryan Stark, Labour chairman of Brent's education committee, said his authority was happy to accept Harrow children into its schools so long as there were vacant places.

Still looking for that job - after 12 months

by Richard Garner

The first teacher in the country to be made compulsorily redundant and go straight from the classroom to the dole queue is still without a job - 12 months after his original dismissal.

Mr John Sowden, aged 48, who was a teacher at Carn Warval junior school on St Marys in the Isles of Scilly until December 31, 1981, has applied for about 100 jobs during the past year - without success.

"Most of them have been in teaching," he said, "but I think some authorities look at the fact that I'm from the Isles of Scilly and think of the relocation expenses or my cost of travel to get to an interview and decide against me."

He says he is "very bitter" about his experience and continues to claim that he was unfairly selected for compulsory redundancy - even though an industrial tribunal has rejected his allegation.

Just a week before Christmas, he wrote to Sir Keith Joseph, the Education Secretary, asking him to order an investigation into his dismissal on the grounds that it was unfair.

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Welsh authority reviews divorced parent's policy

by Hilary Wilce

Mild Glamorgan is reviewing its policy towards divorced parents who do not have custody of their children.

This follows pressure from a father whose daughter attends a primary school in the area, and recent changes in policy by other education authorities.

At present the authority consults with non-custodial parents about educational matters only if the custodial parents agree, but it has asked its legal department to look into possible changes.

North Yorkshire and the Inner London Education Authority have responded to pressure from divorced fathers, and have agreed that non-custodial parents should be given school reports and consulted about such matters as their children's transfer to secondary school.

The fathers, who had met obstruction from the heads of their children's schools, pressed their case on the basis of a 1980 Appeal Court judgment. In the judgment Lord Justice Ormrod said that it was wrong to consider that the custodial parent should have sole control over educational matters.

Mr Vernon Couch, whose daughter attends Cyfarthfa Park junior

school, in Merthyr Tydfil, has been pressing Mild Glamorgan for the policy to be consulted about his child's education. "They've told me that if every school sent out school reports to both parents, their workload would be doubled. They say that people must go through the custodial parent," Mr Couch also complained that he had been prevented from attending a recent school Christmas concert.

Mr Eddy Roberts, assistant director of education, said that the head of Mr Couch's daughter's school had sent two concert tickets to Mr Couch's ex-wife, with a request that one be passed on to Mr Couch. Only two tickets were allowed per family because of limited seating.

The authority has now told Mr Couch that he has a right to have school reports and to meet his daughter's head to discuss her schooling. He will be informed about school sports days and holidays and be able to attend any open school function.

"In the past our policy has been to grant parents access only if the custodial parent gives permission, but we are now looking into this," Mr Roberts said.

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NEWS

Lowering the profile for a new challenge

By next Monday morning, Dudley Fiske should be over the worst of his identity crisis. Last week he was still officially Chief Education Officer for Manchester. "Everyone knows what a CEO is and everyone, all over the world, knows about Manchester. They could all identify me."

Next week he will move to his new London desk as Education Officer for the Association of Metropolitan Authorities, a less high profile job with immense potential influence behind the scenes, but "very much what you make of it, rather than what's laid down. They're not quite sure now who or what I am."

Meanwhile he spends his first week in post back in the north, and where else but the North of England conference? An essential engagement for either persona, though it may be difficult to remember which one he is wearing in this transition week. "Yes, I do have a bit of a crisis of identity."

Working through his last weeks as Manchester CEO, Dudley Fiske has also been preoccupied - perhaps unnecessarily - with convincing himself and the rest of the world that he was right to answer the great question "why move?" with the decision to seek a change of scene and work after 14 years.

What clearly niggles the most is the assumption in a section of his posting that he has opted for semi-retirement. This may be explained by the fact that both his predecessors, able and admirable men both, did take early retirement before the move to the AMA job. But it is most certainly not true of the ACC's opposite number, the effective Gordon Cunningham, nor will it be of Dudley Fiske at 53.

"I'm deliberately giving up a large organization which depended on me," he agrees, "but I'm really digging myself out of what was becoming a rut."

But the negative reasons for leaving are not what count for the future. "The local authority associations ought to have room for people to build on experience in local government, and my own experience should be especially useful at the AMA, which depends so much on northern metropolitan strength. I hope that will be an advantage."

The real significance of Fiske's appointment, though, must be that one of the country's most able and influential CEOs is moving into a key position in the i.e.a.s. hierarchy.

As the eloquent Dudley Fiske (right) clears his CEO's desk in Manchester to take up cudgels as Education Officer for the AMA, Patricia Rowan reflects on the move's implications for local government's continuing struggle against the tide of centralization.



at a time when there is a very big job to be done.

The first part of that job is within the AMA itself, of course. And, though it has been an open secret that decision-making in Manchester was latterly made impossible by vicious political cross-currents, education at the AMA has been stretched on an equally public bed of nails. So eager were some of the big city bosses to overlook its claims that there was talk of downgrading the education officer's job after Jack Springett's retirement, abolishing the deputy, not appointing an education committee spokesman to the relevant MSC board - humiliation heaped upon insult. With the selection of somebody as powerful and experienced as Dudley Fiske, all that has changed, and nobody could be more delighted and relieved at the transformation to a position of strength than the education committee chairman, Mrs Nicky Harrison, who had appeared increasingly isolated.

Looking outwards from the AMA, the scope is equally opened. Now, when local government is scoring little more than own goals in that long-running fixture versus central government, that equally long-drawn-out search for a new voice for education may at last have found a candidate. As one hopeful letter of congratulation put it: "One more voice to speak up for local government in no uncertain terms."

Not yet though. Fiske has no intention of falling into the "bring-back-the-AEC" trap and has in any case taken an uncharacteristic vow of silence. He will say "no" to con-

ferences for the first six months while he concentrates on listening.

At this point it may be salutary for younger and less articulate admirers to note that he is a self-confessed late developer. Though celebrated now as one of the most polished performers on platform or the written page, Dudley Fiske claims that he was one of the silent majority in his time at Oxford. Those were the great post-war days of the Oxford Union - Robin Day, William Rees-Mogg, Jeremy Thorpe, and Dick Taverne - but young Fiske did not dare to open his mouth. Finally, determined not to leave without breaking his silence, he spoke up against the deportation of Seretse Khama, and was invited for a drink with the president, Robin Day himself, at the end of the debate. Next time round, he was a very nervous teller, and invited to drinks with speakers Randolph Churchill and Professor Joad.

It was another 15 years or so before he took tentatively to the platform again as Leeds deputy CEO. Appointed to the Manchester job at the tender age of 38, with an instruction to "get on to the national stage", he began to help Kathleen Olerenshaw with her speeches and became aware of the audience out there for people with the right experience. He places his own break-through as a speaker in Liverpool in September 1969, when he bowled over the audience on the restructuring of the local authority inspectorate. The best was still to come.

He is particularly aware now that the calmer educational voice is being driven out by the pressures of central government; that national affairs such as the RSO settlement, are being conducted in a hothouse, with people rushing down by intercity to be told decisions (rather than consulted); then, catching the next train back, "Have we reached the end of the consultation era?"

Reflecting on the strengths and weaknesses of local government, he

affirms that it is neither corrupt, nor unresponsive. "But it is not quick. It is a miracle that they get schools built and opened, that roofs over heads have always appeared. 1944-74 in logistical terms was not a bad record. But for 10 years now we have been contracting, and now is the time to look at quality." Boggled down in the slow ritual dance of committee fixtures, quality control always seems to get postponed for "another look next time."

Those procedures can be short-circuited, though. Fiske slipped briskly in from Manchester to show how - in the face of the MSC threat - several weeks before he officially moved to London.

It was on a November Friday that the Prime Minister stunned the education world with a plan for the MSC to run pilot projects in vocational education for 14 to 18-year-olds. By the following Wednesday the local authority leaders were gathered at the DES to discuss the implications of the ministerial decision (which they were warned not to challenge) with Sir Keith Joseph and Mr David Young, and the AMA delegation were already armed with a briefing paper by their education officer-elect.

After a quick telephone conversation with CEO advisers Michael

"I will ask to be judged on whether we have halted that centralization tide."

Harrison, Bob Aitken and Gordon Hainsworth, Fiske had presented three options, which might be summarized as: 1. Outright opposition because of lack of consultation, diabolical infringement... etc. etc.; 2. Sophisticated filibustering until chance to respond; 3. Plan devilish, but prepared to sit down with a long spoon. He recommended the third

and the AMA team agreed, to be endorsed by the policy committee within 24 hours (although the education committee has still not met).

The confrontation with Sir Keith and Mr Young was packed out with senior civil servants anxious to find out the first thing about the pilot projects, but there was no one there able to answer local authority questions about judgments or finesse. "Very good questions", Sir Keith and Mr Young agreed, "to which we haven't got any answers. Will you help us to find them?" Once again Fiske's advice was that it must be cheerful to say "go jump in the lake" to the Government, since only the wheels made more sense than opposition, whatever the not and branch objections. It wasn't much use insisting on old-style consultations when the MSC was much more used to the military model: "Attack, and the other bodies lie around the field."

Having picked up his troops and guided them to a more strategic position, Fiske is now ready to address the immediate and long-term agencies waiting on his desk. In the first six months he must make sense of three decisions already taken: setting up the National Advisory Body for public sector higher education; abolishing the Schools Council; embarking on the new technical initiative for 14 to 18-year-olds.

He can now abandon half the advice he was given as a CEO - "never join the Schools Council, never get involved in Burnham" - but he will have to take part in the Burnham marathon, and one of his long-term projects for attention will be the Burnham restructuring of the teaching profession. Another will be CLEA/ST agreement on school meals supervision. Also on the list are training for head teachers, the RMT survey on teacher training, and ACSET - an ambition to start reading books as books rather than book reviews.

In the even longer term, Dudley Fiske is prepared to reawaken hopes about that voice for education in the local authorities. "Even in central government, people are becoming aware that, because of financial pressures, central government has been pushed forward at the expense of local government. The realization is there now."

"I will ask to be judged in seven years' time on whether or not we have halted that centralization tide and pushed it back a bit."

Apprentice training about to enter uncharted waters

Top manpower experts are now admitting that they do not know what will happen to apprenticeships after the Government's Youth Training Scheme for school leavers starts this September. Their uncertainty has brought the planning of Government policy towards apprentice training to a halt.

Employers will be able to get the full Government grant for the first year of training for apprentices if they recruit them under the YTS. The TUC is prepared to accept this, although it has been saying it will resist any attempt to pay the youngsters less than the existing apprentice rates - a principle which, experience on the handful of existing YTS experimental schemes suggests, the TUC may not be able to get unions to enforce.

A working group of officials from the Manpower Services Commission's training division have told the commission that they cannot yet judge whether the YTS will reverse the catastrophic decline in apprentice recruiting over the past few years. The group reports that this year's intake (1982/3) is unlikely to exceed 45,000 - well under that of three years ago.

Even this diminished rate of recruiting has only been maintained by massive Government grants to employers, mainly through the industrial training boards. The YTS grants will replace this support for first year apprentices, but will not provide any inducements to employers to keep on youngsters to complete their training.

The officials have pointed out

that at the moment there are more than 5,000 youngsters in the later stages of apprenticeship who have been declared redundant by their firms and are being trained at the commission's expense. The MSC is also still paying grants towards the training of another 3,300 under its training awards scheme.

The officials have little doubt that firms will recruit substantial numbers of potential apprentices under the YTS, but say: "There remains some uncertainty as to whether the number of those who get opportunities to continue training after the first year, together with those who get training as adults, will match future demand for skilled people."

The team says that it is not in a position to make any recommendations on whether the commission will need to intervene to safeguard training beyond the first year. All it can suggest is that the MSC will have to go on supporting some of the existing apprentices who are made redundant, helping some sandwich course students, and providing selective support for training in certain new skills.

The officials, however, report optimistically on the progress being made in a number of industries on the reform of apprenticeship rules and structures and the introduction in some non-apprenticeship occupations of systematic training schemes. In both areas the objective is the same - planned training towards set objective standards.

Employers and the union in electrical contracting, the Electrical, Engineering, Telecommunications and



Plumbing Union, are apparently on the point of finalizing a new electrical apprenticeship free of age restrictions and time serving requirements which involves training to certified academic and practical standards. The industry hopes that by using the YTS next year it will be able to double this year's intake of trainees.

Printing and road transport are other industries in which moves towards apprenticeship reforms are reported.

The problem in clerical and office occupations, say the officials, is the reverse - not trying to remove restrictive patterns but to introduce some kind of generally recognized pattern of training where none exists.

The group is trying to work out ways in which standards can be introduced for on-the-job clerical training of the kind which employers provide for staff who have already learned basic skills, like typing, at school or college. They say it will be a long and complex task, but that there is no one else in sight to tackle it.

In the wider field of modernizing

Kinnock says beware of MSC plan

Mr Neil Kinnock, Labour's education spokesman, is trying to warn local authorities off the government scheme to reintroduce technical and vocational education into the secondary school system. He is telling them that the scheme could bring back selection by the back door.

In a speech to the annual conference of the National Association of Schoolmasters/Union of Women Teachers at Birmingham, Mr Kinnock said that the Government had grabbed at the idea because of the mess it was getting into with the Youth Training Scheme.

By allowing schools to be excluded from the YTS despite the progress many were making in pre-vocational education and their suitability for inclusion in a reformed training and education programme - the Education Secretary had made it likely that youngsters would move wholesale out of education into the scheme.

Their pressure would end any chance of the YTS running properly in 1983, would leave post-16 education as a "never-specialized scholastic hothouse", and perpetuate a divided curriculum.

"Faced with cuts in finance and worried by the absence of reform in examinations, some local education authorities and schools will seek to use the MSC scheme as a way of gaining something for pupils who would otherwise get less than they need," he said, "I can understand their attitude but I do hope that they realize they are collaborating with a scheme that could, if fully developed, leave i.e.a.s and schools with an exhausted post-14 grammar school system."

Edited by Mark Jackson

NEWS

County seeks new leave agreement

by Richard Garner

Gwent County Council is attempting to redefine its teachers' working conditions after a High Court judge decided it was wrong to dock the pay of a schoolmaster who went on a rugby tour which straddled a half-term break.

The case involved Mr Paul Evans, a teacher at Hartridge comprehensive school, Monmouth, who applied for authorized unpaid leave to go on a rugby tour of the United States in 1979.

He asked for unpaid leave for the days when he should have been at school during the tour - but was also docked pay for the Whit holiday. When the case went to court last year Mr Justice Foster ordered the county council to pay his salary for the half-term break.

However, Gwent's education committee has now decided to

change its agreement with teachers in the wake of the court decision and plans to discuss the move with teachers' organizations.

Under the proposed new arrangements, teachers' pay will normally be deducted for each "working day" of leave. Pay will not normally be deducted, however, for Christmas, Easter or summer school holidays or half-term holidays. In respect of weekends or Bank Holidays pay will be deducted if the period of unpaid leave straddles that time.

In addition, the authority wants to make it clear to teachers' leaders that discussions over the holiday dates - which take place annually - do not constitute an agreement over holiday entitlements.

Mr Howell Gabe, secretary of the Gwent federation of the National Association of Schoolmasters/Union

of Women Teachers, of which Mr Evans was a member, warned the authority it would be "walking into a minefield" if it imposed the changes.

He welcomed the fact that county councillors were not planning to deduct pay from teachers whose leave period straddled the half-term period but argued that a teacher who wanted unpaid leave on a Monday and a Friday should not lose four days' pay because of it.

"The teacher might actually be working on the Saturday - taking part in some voluntary activity," he added.

Mr Gabe also warned that the declaration that discussions over the holiday arrangements did not constitute an agreement could lead to difficulties such as those experienced by Mid Glamorgan County Council

during the past year. There, the county council announced it was scrapping the half-term break last winter to make up for time lost during heavy snowfalls, and deducted pay from NASUWT members who refused to turn up for work.

Mr Nigel de Gruchy, deputy general secretary of the NASUWT, said the move was "petty and mean-minded." "We wonder what on earth they hope to achieve by it," he added.

He said Gwent's move was preempting discussions in the Council of Local Education Authorities' schoolteachers' committee where teachers' leaders were poised to reach an agreement with local education authorities on leave of absence without pay.

Schools Council report sets out three 16-plus examination techniques

No blanket solution to assessment dilemma

Papers tailored to the ability of individual pupils offer no blanket solution to the problems of assessing 16-plus examination candidates, according to a new report from the Schools Council.

In some subjects, such as mathematics and modern languages, where syllabuses can readily be broken down to cater for various levels of ability, differentiated examinations may be the best approach.

But they are unlikely to be suitable for less structured subjects such as English and history where all candidates could take the same paper.

Ms Kathleen Tattersall, the re-

port's author, insists that curricular considerations should be a major factor in determining methods of assessment for an exam that will cater for at least 60 per cent of the ability range.

The report identifies three possible ways of examining candidates: 1. Common examinations, in which all candidates tackle the same question papers; 2. Equal options, in which all candi-

dates attempt a common question paper in addition to optional papers of equal difficulty which reflect different aspects of the subject; 3. Differentiated examinations which comprise a range of question papers of varying levels of difficulty to be taken by candidates of different ability.

The latter has already been used by a number of boards in pilot schemes and field trials for the 16-

plus. Ms Tattersall draws on her experience to point out that differentiated exams can ease problems of syllabus design, selection of material, language, pitch, styles of question and choice of assessment technique.

But they also raise problems.

Known statistical methods of equating marks with grades cannot cope with differentiated exams.

Differentiated examinations: a strategy for assessment at 16-plus? Kathleen Tattersall, Schools Council examinations bulletin No. 42. Published by Methuen Educational. Price: £3.50.

New Year Honours: education awards

Prime Minister's List
Life Peer

Cameron, Sir Neil, Marshall of the RAF, principal of King's College, London.

Kathleen Tattersall, director, Medical Research Council Clinical Research Centre, Baffin, Clifford Charles, vice-chancellor of Loughborough University of Technology, for services to science education.
Cockerill, Wilfred Hildyard, newly appointed chairman of the Examinations Council, for services to education.
Lane, David William Stennis Stuart, lately chairman, Commissioner for Racial Equality, for services to education.
Parker, Edward Walter, chairman, University Grants Committee.
Piper, David, Deputy, director, Ashmolean Museum, Oxford, for services to art.
Robinson, the Rt Hon, Kenneth, chairman of the Arts Council of Great Britain, for services to education.
Sugden, Theodore Morris, CBE, Master of Trinity Hall, University of Cambridge, and Physical Sciences of the Royal Society.

Order of the Bath
CB
Mr Richard Evans, deputy secretary for higher and higher education, Department of Education.
Mr Anthony Noble, CBE, DFC, lately director, Imperial War Museum.

Order of St Michael and St George
CMG
Mrs William Afferton, chief education officer, Overseas Development Administration.

Order of the British Empire
CBE

Beard, David Percival, director of Leicester Polytechnic, for services to education and research.
Bennett, Lionel Frederick, director of the Royal College of Church Music, for services to education.
Walker, professor of Greek, University College, London.
Hodgkins, Alan, professor of music, University College, Cardiff.
Houghton, Professor John, director, Applied Science and Engineering Research Council.
Irwin, John Derek, professor of agriculture,

University of Nottingham.
Knowles, John, lately director, University of Sheffield.
Lalitha, Professor Laszlo George, director of Paterson Laboratories, Christie Hospital and Holt Radium Institute, Manchester.
Larmer, Richard Neil, director of British Antarctic Survey.
Lloyd, Brian Beynon, chairman of Health Education Council, Leamington Spa.
Roper, chairman, Local Authorities Committee of Service Advisory Board, Nottingham.
Riley, John, director of Leeds Polytechnic.
Rogers, professor of physics, Imperial College of Science and Technology, South.
Rovell, James, principal, The City Literary Institute.
Steel, Professor Robert Walter, lately principal, University College of Swansea.
Stewart, Lillian, lately director, Christie, TD, chairman, East of Scotland College of Agriculture.
Thompson, George Frederick, professor of industrial relations, University College, Cardiff.
Vennart, Jack, lately director, Medical Research Council Radiobiology Unit, Harwell.
Ward, Miss Bronwyn Patricia Rose, director, Cerebral Research, College of Education, Chester.
Wilmott, John Charles, professor of physics and director of the physical laboratories, University of Manchester.

CBE
Beckett, Arnold Heyworth, professor of chemistry, Chelsea College, University of London.
Boyd, James Davidson, lately curator, Dundee Museums and Art Galleries.
Brewin, John Burns, lately headmaster, Harrogate Comprehensive School, North Yorkshire.
David Charles, governor, Scottish Council for Educational Technology.
Crawley, Albert Kenneth, lately headmaster, Bexley Junior School, Kent.
Kaufman, Charles Cox, lately reader in education, University of London.
Margaret, secretary, Association of Educational Psychologists.
Morgan, William, lately professor and head of Department of Operational Research, University of Strathclyde.
Evans, William, lately secretary, Royal Society.
Hall, Lieutenant Colonel.

Henry Robert, TD, DL, for services to the Social Association in Jersey.
Richard, TD, lately director, Downing House, for services to the Science Education Research Council.
Llewellyn, John, lately headmaster, Witleigh High School, Berkshire.
Mann, William, lately headmaster, St. Mary's School, Wiltshire.
Marshall, Walter Scott, lately headmaster, St. Mary's School, Wiltshire.
Murray, Robert, lately headmaster, St. Mary's School, Wiltshire.
Nelson, lately headmaster, St. Mary's School, Wiltshire.
O'Brien, lately headmaster, St. Mary's School, Wiltshire.
Parker, lately headmaster, St. Mary's School, Wiltshire.
Riley, lately headmaster, St. Mary's School, Wiltshire.
Sullivan, lately headmaster, St. Mary's School, Wiltshire.
Tattersall, lately headmaster, St. Mary's School, Wiltshire.
Ward, lately headmaster, St. Mary's School, Wiltshire.
Wilmott, lately headmaster, St. Mary's School, Wiltshire.

CBE
Abraham, Nathan, lately director, Magdalene College, Cambridge.
Baker, Miss Mary Rose, lately headmaster, St. Mary's School, Wiltshire.
Brewin, John Burns, lately headmaster, Harrogate Comprehensive School, North Yorkshire.
Crawley, Albert Kenneth, lately headmaster, Bexley Junior School, Kent.
Kaufman, Charles Cox, lately reader in education, University of London.
Margaret, secretary, Association of Educational Psychologists.
Morgan, William, lately professor and head of Department of Operational Research, University of Strathclyde.
Evans, William, lately secretary, Royal Society.
Hall, Lieutenant Colonel.

visional education officer, Darford, Kent.
Hill, George Ernest, vice-principal of North Devon College, Devon.
Hodgkins, Alan, lately headmaster, St. Mary's School, Wiltshire.
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Hodgkins, Alan, lately headmaster, St. Mary's School, Wiltshire.

Youth Clubs, Woodhouse, Mrs Joyce Liles, lately administrative officer (awards), East London Education Authority.
Ward, lately headmaster, St. Mary's School, Wiltshire.
Wilmott, lately headmaster, St. Mary's School, Wiltshire.
Wilmott, lately headmaster, St. Mary's School, Wiltshire.

British Empire Medal
Caldwell, Mrs G. A. V., lately headmaster, St. Mary's School, Wiltshire.
Hodgkins, Alan, lately headmaster, St. Mary's School, Wiltshire.
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TAKE 1 PARIS

Over 100 Parisian artists have been invited to participate in the Parisian art festival. The festival will be held in the city of Paris, France, from 1983 to 1984. The festival will be held in the city of Paris, France, from 1983 to 1984. The festival will be held in the city of Paris, France, from 1983 to 1984.

TAKE 2 AMSTERDAM

Over 100 Amsterdam artists have been invited to participate in the Amsterdam art festival. The festival will be held in the city of Amsterdam, The Netherlands, from 1983 to 1984. The festival will be held in the city of Amsterdam, The Netherlands, from 1983 to 1984. The festival will be held in the city of Amsterdam, The Netherlands, from 1983 to 1984.

TAKE TIME OFF

Over 100 artists have been invited to participate in the Take Time Off art festival. The festival will be held in the city of London, England, from 1983 to 1984. The festival will be held in the city of London, England, from 1983 to 1984. The festival will be held in the city of London, England, from 1983 to 1984.

NEWS

Richard Garner looks at an organization which was founded to promote Welsh language teaching

The union that provides a voice for a tongue

Undeb Cenedlaethol Athrawon Cymru is a unique trade union by any standards - as its name might imply.

For the disadvantaged who cannot speak Welsh (and that includes a minority of its own members), it should be explained that the aforesaid organization is the National Association of the Teachers of Wales.

It has 3,000 members - about 10 per cent of the Welsh teaching force - and about 200 of them are employed in further education.

Interestingly, it also has a few members in London - where there is an independent school for Welsh-speakers.

UCAC was the dream of a few Cardiff teachers in the 1930s who felt that the Welsh culture was in danger of disappearing from the education system.

They decided to form a trade union whose main aim would be to press for the right of every parent who wanted their child to be taught through the medium of Welsh to be able to do so.

Indeed, in those early days, the union started the first-ever nursery school teaching in Welsh - in its own offices in Gordon Road, Cardiff.

Since then its numbers have swelled, particularly in Gwynedd, Dyfed and Ceredigion. In fact, in at least one authority, Gwynedd, it is the largest teachers' organization.

UCAC has a cordial relationship with the other teachers' organizations but, like so many of the smaller teachers' organizations has found it difficult to win any recognition for itself.

It has had no trouble with the local education authorities in Wales - but has got nowhere with applications for membership of the Burnham committee, which negotiates teachers' pay, and the Council of

Local Education Authorities School-teachers' Committee, which is responsible for discussions on conditions of service.

Its national organizer, Mr Gareth Miles, said: "We have made an application almost every time there is a new Secretary of State for membership of the Burnham committee - but we have always been turned down."

"We have been told we do not represent enough members in the profession but our percentage of potential members is higher than that of organizations already on the committee."

"Indeed, even if we achieved 100 per cent membership in Wales, it is doubtful whether we would reach the Minister's criteria."

There can be no doubting the trade union stance of UCAC on many issues - during the pay sanctions last year it lined up with the National Union of Teachers, the National Association of Schoolmasters/Union of Women Teachers, and the Assistant Masters and Mistresses Association in opposing the I.E.A.s' decision to refuse to allow the annual pay claim to go to arbitration.

In fact, UCAC has applied for membership of the TUC - following an overwhelming decision in favour of doing so by its annual conference. However, the TUC turned the union down on the grounds that it was not in favour of an even further proliferation of teachers' unions. It



Peter Cross



Gareth Miles

suggested UCAC's members could join one of the existing organizations affiliated to the TUC, the NUT and the NAS/UMT.

"What they fail to understand is that neither of them can cater for the needs of Welsh teachers," said Mr Peter Cross, this year's President of UCAC.

The TUC's structure prevents UCAC from applying to the Welsh TUC for membership - for the Welsh TUC is not organized separately from the national body.

"A few people seem to have got the wrong idea of us," said Mr Miles. "We have been told that we are the trade union wing of Plaid Cymru (the Welsh nationalist party) but that's not true. We are a non-political organization and have members of various political views."

"In fact we were told by someone from TUC that we couldn't join because we would have to be non-political. All other unions were non-political or only partly political in the

Labour Party sense, he said."

With a small membership, UCAC relies heavily upon dedication rather than finance to give its membership all the benefits of joining a trade union. An extreme example of this can be seen in the legal representation provided by half a dozen members who studied law in their spare time.

One of UCAC's cause célèbres at the moment is that of Wayne Williams.

The dispute over Mr Williams, whose contract as a teacher of Welsh at Llanidloes High School, in mid-Wales, has been terminated, intensified before Christmas when Powys County Council's staffing panel failed to draw up a short list for the vacancy.

The post has been blacklisted by the National Union of Teachers and the National Association of Schoolmasters/Union of Women Teachers as well as the National Association of Teachers in Wales, his own union. Although Mr Williams was the sole applicant, Mr Michael Rolt, the county's solicitor, said after the panel meeting: "No suitable application was received. The post will be re-advertised."

A former chairman of the Welsh Language Society, Mr Williams, aged 29, served six months in prison in 1981 for conspiring to damage television installations during the campaign for a Welsh television channel.

On release a Department of Education inquiry ruled that he was a fit person to teach and parents opposed to him failed to obtain a permanent High Court injunction barring him from the school.

The 12-month contract he was given ran out on December 31, 1982, and the school's governors have refused to renew it.

Mr Dafydd Elis Thomas, Plaid Cymru MP for Merioneth and a member of the Parliamentary Select Committee on Education, who has been pressing for Mr Williams' continued employment, said he was shocked that Powys refused to acknowledge the force of the DES and High Court findings.

The authority is clearly acting unreasonably and the need for an inquiry under Section 68 of the 1944 Education Act is now urgent, he said.

The union's full-time staff consists of one national organizer and two secretaries who work from its head office in Cardiff. However, that will be moving to Aberystwyth in the near future.

A glance at the union's annual conference resolutions will tell any reader that - apart from its central concern to allow children to be taught in Welsh if their parents so wish - its concerns are like those of many other teachers' organizations.

UCAC conducts its affairs primarily in Welsh, although it will provide translations for its English-only speaking members if required.

It lays claim to have been the prime mover in the resurgence in the number of schools which now teach through the medium of Welsh. However, it still feels there is a long way to go before it can rest on its laurels. Ultimately, it would like to see Wales having its own educational system. Why not? Its members argue. After all, Scotland has its own one.

Teaching about death needs extra care in special schools

by Hilary Wilce

Teachers at special schools have a crucial role to play in helping a dying child.

Most special schools experience the death of a pupil from time to time, but teaching about death "cannot use the same methods as teaching about trade-winds or long multiplication", Mr Peter Jeffrey, head of Brookfield School, London borough of Waltham Forest, told a recent London psychological conference.

Surveys have shown that children with fatal illnesses tend to avoid the topic of their own death with their parents, and avoid asking direct questions about their health. But special school teachers, who spend a lot of time in relaxed conversation with their pupils, can discuss death with a child, and indicate that adults are aware of his or her worries.

Of 108 schools for the delicate and physically handicapped in England and Wales, all but 12 had experienced at least one pupil death in

the previous five years, Mr Jeffrey said.

Group teaching was inappropriate for teaching about death. Teachers should take advantage of natural openings, such as the death of a pet, to introduce the topic.

It was the duty of special schools to provide the dying child with as satisfying a life as possible. Sometimes this meant allowing the parents to take the child away on holidays or outings, or modifying the curriculum to make allowances for increasing physical handicap.

But most schools questioned preferred to offer the same lessons and demand the same standard of behaviour as normal, in order to avoid the easy pitfall of over-indulgence.

Teachers believed that by about the age of 10 most children could understand death. Many children understand that they themselves are dying, but find it hard to find anyone willing to talk about their death.

Towards the end of a child's life, schools, hospitals and parents need to work together. Mr Jeffrey emphasized. Many heads questioned felt that while they were given adequate medical information about a child, they were unsure what was known by the child and his parents. A school doctor could play a crucial role in liaising between all parties.

After a death, many heads disagree about what to tell classmates. Some favour avoiding the subject completely, while others prefer a general school announcement, or telling special friends first. Most felt that children had a difficulty understanding about death from adults. They found it hard to comprehend the finality of death, or had fantasies about it.

Sometimes heads had to wear-beat parents from too great an attachment to the dead child's school. Mr Jeffrey said, although most adopted a policy of only gradually removing a dead child's possessions from the school.

PICKUP a new skill

PICKUP (The Professional, Industrial and Commercial Updating Programme) is not new; many further education colleges were putting on short courses for industry 20 years ago, a college principal said recently.

Mr Paddy Sheen of Peterborough Technical College, said: "The Department of Education and Science has only just woken up, but we've been aware of this for years."

He was speaking at a regional workshop organized by the DES to promote PICKUP which was launched last May to stimulate the development in colleges of mid-career vocational courses.

But Mr Sheen emphasized that short courses were essential to the survival of further education colleges as traditional FE courses were already disappearing.

Colleges must adapt to the needs of industry by opening 52 weeks a year and at weekends if necessary. They must offer distance and open learning systems - PICKUP did not have to take place in colleges. Teachers could go to clients, he said.

He criticized the government for axing the posts of industrial liaison officers in colleges. "PICKUP money might have yielded a greater return if it had been spent on restoring those jobs," he said. "They got the interface of colleges and industry right."

One principal asked what was the incentive to put on short courses given that his college was already full of students doing conventional courses. Mr Sheen said PICKUP not only changed the relation of colleges to industry, but with local councils.

"They don't know a lot about FE - they think we are a sort of mechanics institute with people in overalls. So when FE becomes involved in educating senior management, councillors then see us as playing an important part in the industrial life of the area."

"Colleges need friends in hard times. If you have a solid background of service to local industry and the local authority you have a greater chance of keeping your head above water."

Another unconverted principal was sceptical that staff would have the expertise to mount such courses as they already had difficulty in keeping up to date.

"If they are not up to date they are candidates for early retirement," Mr Sheen replied. He favoured short term contracts for staff renewable every three years.

People

Mr Roger Ellis, Master of Marlborough College, is the 1983 chairman of the Headmasters' Conference, which represents heads of the country's fee-paying public schools, succeeding Mr Warwick Fole, Fifth Master of St Paul's School, London.

Baroness Platt of Wiltton has been appointed chairman of the Equal Opportunities Commission. She succeeds Baroness Lockwood who is

retiring in April. Lady Platt, a 50-year-old aeronautical engineer, is a past chairman of Essex education committee and member of the Association of County Councils' education committee. She has been active in developing technical education in Britain.

Mr Peter T. Wilson has been appointed as the third regional development agent for the Government's new initiative to encourage the updating of work skills in mid-career. He will help promote professional, industrial and commercial updating (PICKUP) in the West Midlands, Gloucestershire, Hereford and Worcester, Shropshire, Staffordshire and Warwickshire.

Dr John White has been appointed head of the department of physical education and sciences at the West London Institute of Higher Education, with effect from April 1983. He is at present lecturer in physical education at Salford University.

Mr Russell John Bailey, aged 36, deputy head of Headingham Comprehensive School, Essex, has been appointed head of Shebbear College, Devon, from September 1983 in succession to Mr George Kingsnorth who is retiring.

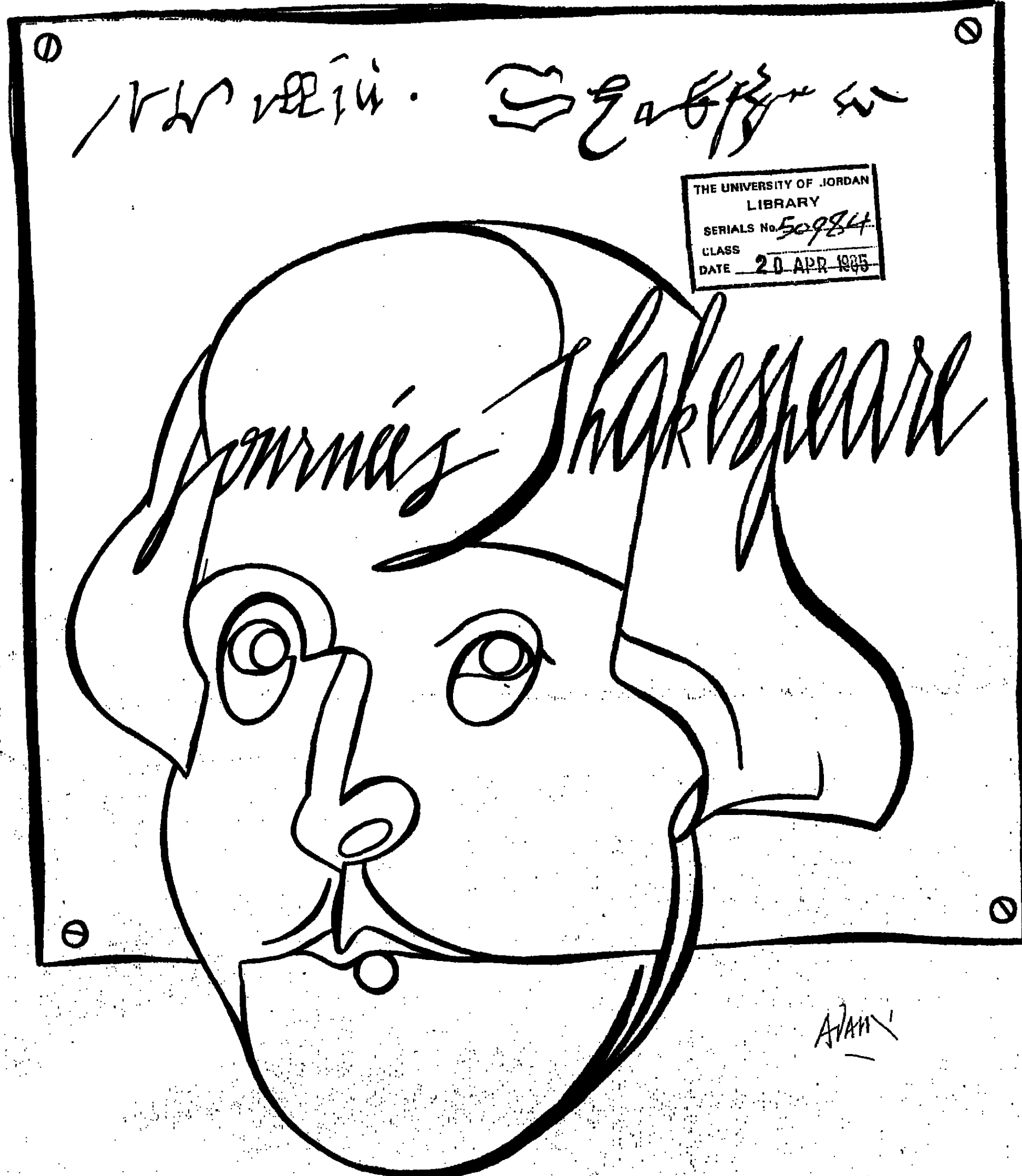
Professor Sir David Phillips, professor of Molecular Biophysics in the University of Oxford, is to be the next chairman of the Advisory Board for the Research Councils.



Peter Wilson



Baroness Platt



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Each week the director, actors and audience act out and argue over a Shakespeare play. If you want to enjoy 6 of the greatest plays for today, watch Channel 4 at 6.30 on Wednesday.

Shakespeare Lives. 6.30 Wednesdays. 4

OVERSEAS

Unites States/Peter David

Reagan's people devise voluntary alternative to bussing

WASHINGTON: The Reagan Administration has taken its opposition to compulsory school bussing a step further by spelling out an alternative proposal to end racial segregation in education by voluntary methods.

The Federal Justice Department has intervened in a local bussing controversy by asking a court to end a four-year-old bussing system. The department has filed papers with the court advocating its own plan for desegregation based on the use of "magnet schools".

Mr William Bradford Reynolds, the assistant attorney-general, blamed bussing for the flight of white pupils from the public school system in the East Baton Rouge parish in Louisiana.

The overriding objective of the department's plan was to foster maximum school desegregation in an environment that enhances the overall quality of public education in East Baton Rouge parish.

"By utilizing educational incentives - such as transfer options and magnet schools - this plan combines the imperative of school desegregation with the equally critical objective of ensuring educational quality in the public schools."

The Justice Department's intervention in East Baton Rouge is expected to bring to the boil simmering disagreements between the Administration and the bulk of America's civil rights movement on the impact of school bussing.

President Reagan has said he believes in desegregating the public schools but that compulsory bussing infringes personal freedoms and drives white pupils out of the public system, with damaging results for educational quality.

The US Commission on Civil Rights, however, said earlier this month that bussing was in many cases the only effective way to mingle the races in school districts which still had vestiges of a segregated education system.

In coming weeks public attention will focus on the elaborate voluntary scheme submitted by the Justice Department as an alternative to bus-

sing in East Baton Rouge. The scheme was designed by Professor Christine Russell, of Boston University, a recognized expert on school desegregation.

The Justice Department's brief says studies by Professor Russell showed that among some age groups in the parish up to 25 per cent of white pupils had left the public schools in response to the imposition of the bussing scheme. Most of these who left were from upper and middle income families.

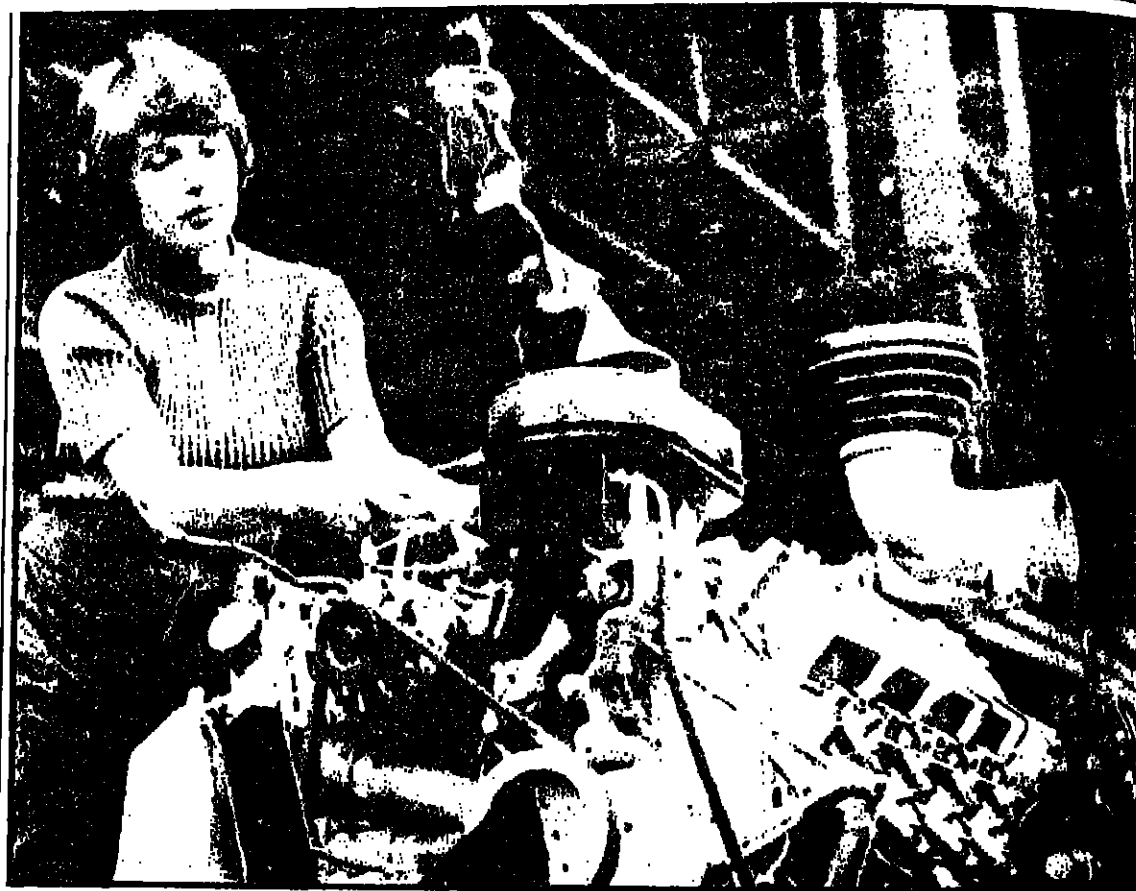
"If the trend continues - as appears likely - the danger in East Baton Rouge is that confidence in the public school system will decline, prompting ever increasing enrolment losses like those which have already made the public schools in far too many urban districts the preserve of the disadvantaged of both races."

The brief acknowledges that the Russell plan, which would eliminate mandatory bussing, could result in a short-term slowing down in progress towards desegregation in the parish. In the long run, it maintains, desegregation will accelerate if whites stay in the public schools.

At the heart of the Russell plan is a proposal to create 14 magnet school programmes in the parish. Magnet schools offer specialized teaching in subjects such as music and art; computing; maths and science and foreign cultures. The siting of each magnet school has been based on its impact on segregation, and the plan calls for the appointment of black principals in white neighbourhoods and vice versa.

Magnet schools in white neighbourhoods would offer traditional academic curricula in the hope that they would appeal to working class black parents. Those in black neighbourhoods would include programmes and team learning approaches to attract liberal whites.

Mr William Taylor, a spokesman for the leadership conference on civil rights, said magnet schools had worked effectively to promote segregation only when they had been combined with bussing orders.



From washers to washing... Engineering jobs have not kept the kitchen sink at bay

Soviet Union/Kenneth Shaw

Girls still have less chance of study

Only one in six students born 20 years ago in Russia can now expect to get into higher education and find a place in the Soviet equivalent of a hall of residence. For day students the figure has dropped to one in eight or nine of those secondary school students with the necessary academic qualifications.

These are the findings of Ms G A Cherednichenko, a specialist in the role of women in the Soviet Union, who has been studying changes in the role of women students. The developments, it seems, bode ill for women's ambitions in higher education and in the more creative occupations of Soviet society.

Women have dominated Soviet schools for years, and it is now clear that "the attraction to school teaching of stable teams of male teachers, thereby increasing the prestige of the teaching profession among young people, especially males, has become an important social problem", according to Ms Cherednichenko.

Having experienced a decade of enhanced expectations through which most able school leavers

could hope to gain a place in higher education, Russian youngsters are having to rethink their futures. Two-thirds of all secondary school leavers in the country now go straight into industry or service jobs.

But the hopes for many students remain as before. Pushed on by parental ambition they are striving for the better places in life and this is leading to increased frustration as the competition gets fiercer.

One of the consequences of all this is that girls are once again getting pushed into inferior positions. The official policy being developed is that girls should look to domestic jobs and their traditional role of child producers and home-makers.

Russian women are being told, with discretion, that their physiological characteristics make them eminently suitable for certain specific functions - childbearing and caring for young people. For some jobs - heavy manual - they are unsuited.

Lip-service is still paid to the equality of women, and schools are officially exhorted to let their girls do physics and engineering. But

already there is a move towards the socialization of women into domestic roles.

The dual role of women in work and at home causes domestic conflict. Women are overburdened and this is one of the reasons for increasing divorce rates, claims the author of a report on "School leavers, study, and the work of the mother".

At the same time, it is asserted, men should share domestic work, and better living standards can come only from a dual income. But perhaps there is an inherent contradiction. As Ms Cherednichenko puts it: "The extensive participation of women in professional activity is accompanied by certain contradictions when, in particular, work in social responsibility to some extent limits maternal duties, and maternity limits work."

Once again, the Marxist emphasis on economics is raising its head, and if Russian women are clogging up the production lines and there is a threat of unemployment, the solution, it seems, is clear. Women must stay at home and look after the children.

Netherlands/Lynn George

TV aid plea on illiteracy

AMSTERDAM: The Dutch National Literacy Group has called for more television programmes on the problems of illiteracy. It hopes this will bring in more funds to finance local literacy schemes.

In 1977, 400,000 Dutch - 4 per cent of the population - were officially described as illiterate. But the real figure is expected to be much higher.

The £114m provided annually by the Ministry of Welfare falls drastically short of the amount needed to help the many thousands on waiting lists for literacy courses.

At present about 6,000 Dutch people attend schemes organized by the Literacy Group since its inception in 1978. Nearly £200 is allocated for each participant.

The average scheme takes three years after which students - some of whom have kept their illiteracy secret from their families for many years - are expected to have a reasonable command of reading and writing.

Childminding

Sir - It was interesting to read Brian Jackson's comments (TES letters, December 17) on the recent evaluation of the National Children's Centre (NCC). His seemingly detached account of the setting up of the research project which his wife directed, however, is incomplete.

The decision to focus the evaluation of the NCC's work on training and support services for childminders, Helpline (a scheme to meet the day care needs of shiftworkers) and the playbus project, was taken in full consultation with Sonia Jackson as director of research and Hazel Wigmore as director of the NCC. The childminding project seemed an obvious choice as this was the main purpose for which the NCC had been set up. Helpline was included as an innovative example of the NCC's innovative response to community needs, the prototype for a national scheme. The playbus was selected primarily on the recommendations of the NCC. Their 1980 quinquennial report described the project as "an excellent opportunity for the centre to extend its horizons, link up with other bodies, voluntary and statutory, and to provide services for increasing numbers of people by taking them within the community... the bus has enormous potential". Certainly, from the accounts of these three schemes in the NCC's own publications, none of them could be "described as marginal" to the centre as Brian Jackson suggests they might be.

Brian Jackson states that my draft report contained "divisive and erroneous pages about finance and constitution". The minutes of Pre-school Education Project (PEP) team meetings record Sonia Jackson's insistence that it was "essential to include information about the cost and financing of schemes". The NCC, the local authority, the MSC and the Charity Commission were asked to provide details of the NCC's funding and all complied with the request. The difficulty lay not in the accuracy of the accounts, but in the conflict with the NCC's apparent belief, and projection, of itself as a low-cost organization.

"Constitution" links with the crucial question of accountability.

The NCC's Helpline project did not end because of "a major change in national YOP policy" as Brian Jackson suggests. A letter from the MSC to the NCC (September 21, 1979), while accepting that the project satisfied a very obvious client group need, listed "some rather disturbing aspects (of the scheme) which have caused grave misgivings in the minds of the two main funding officers". These included the lack of supervision and relevant work experience for the YOP trainees. The letter added that "had the actual work been identified on the application form then it is likely that the project would never have been approved". Two months' notice was given to close the scheme down. In their reply to the MSC the NCC totally rejected the criticisms, but the MSC declined to extend the deadline.

Brian Jackson describes my efforts to follow the NCC's playbus as "fragmented". This is fair comment. On two of the days when I tried to observe the playbus it was out of action, either due to mechanical problems or the absence of the driver. It took me nearly a month (during December, not a "snowy January"), to observe sessions at each of the eight sites. Brian Jackson further reveals his lack of familiarity with the draft report or even the revised version when he writes that "so far as we are aware, she interviewed 17 registered childminders". Originally I had expected to interview a large number of childminders in contact with the NCC, but the centre was only able to supply 12 names. Further suggestions were made by the local authority, Sonia Jackson (from her local study in 1973-74) and local childminders. In all I interviewed 33 childminders, one in three of all "active" registered childminders. This included all the minders who had had contact with the NCC at some time and who could be located.

Brian Jackson alleges that the draft report was "privately and widely distributed". In fact I had only three copies and these were shown in confidence to my principal informants in the normal course of verifying the data. Nobody asked for any changes at this stage. The confidentiality of drafts was part of agreed PEP policy.

In May 1981 Sonia Jackson sent me a copy of a letter from the director of the NCC alleging that sections of the draft (not including those on Helpline and the playbus) contained 336 "factual errors". I immediately wrote back pointing out that this reaction was very much in accordance with what had been predicted at team meetings and asked for details, but I received no reply. Brian Jackson describes some of these "errors" in the draft as "flights of fancy". We read of receiving a grant of £30,000 from Huddersfield Polytechnic. We expect they were just as surprised to read that they had given it. No such grant had ever existed, been discussed or even imagined, and so it went on. Brian Jackson has a short memory. This figure of £30,000 was taken from the Childminding Research Unit's original Urban Aid application made to Kirklees local authority in 1974 for funds to set up the centre. This document detailed a request for Urban Aid for "initial costs of £4,670 and annual costs of £6,000" and anticipated the "value of outside contribution" to the scheme as: 1. £9,500 pa over five years from the National Educational Development Commission; 2. £4,000 pa over three years from the Community Relations Commission; 3. £6,000 pa (estimated overheads) over five years from Huddersfield Polytechnic. The draft report pointed out that "The application for Urban Aid... was successful (but) nothing more was heard of the £12,000 from the Community Relations Commission or the £30,000 from the Polytechnic. The NEDT's contribution (originally estimated by Brian Jackson at £47,000) was £12,000 from the Wates Foundation and £12,000 from the Save the Children Fund."

Of Sonia Jackson's edited version of the draft report Brian Jackson says: "It does not strike us as being especially favourable". But nearly all the elements of evaluation in the original draft have been eliminated and replaced by substantial additional material which was not included in the original draft. Many of the criticisms of the NCC have been deflected on to the local authority. If, as Brian Jackson suggests, there has been a "hoo-hah", this is due first to the divergence between the NCC's own presentation of its work and the views of client groups and representatives of other organizations closely involved with the centre's work, and secondly the divergence between the draft report and the edited version.

One of the criteria used by Sonia Jackson for selection of the projects for evaluation was that "the organizers, funders and project workers were favourable to the idea of independent evaluation". But what becomes of independent evaluation if the findings are radically revised, without reference to the original research? Brian Jackson states that Sonia Jackson's version "was available from September 1982 for anyone who had an interest in it". Yet members of the original research team were not even aware of its existence.

Defensive reactions are not new to evaluation research. In PEP team meetings Sonia Jackson assured us that "criticism of project leaders or managers was covered by the original agreement to include projects when it had been emphasized that evaluation might be negative as well as positive" (minutes, April 1980). Nevertheless in the case of three of the eight draft evaluation reports produced so far, project leaders have rejected critical findings. However if such projects are to live up to their claims to serve community needs, they must be open to criticism and prepared to modify their practices accordingly.

JEANNE GOULDING
Bradford and Ilkley Community College

LETTERS

Arrogant academic hostility

Sir - I see Sally Tomlinson is at it again (TES, December 17). Special education, we are informed, is a social mechanism operated by members of powerful professional groups in order to remove troublesome working class children from normal education. It is difficult to see how Dr Tomlinson reconciles this particular view with her perception of special education in Britain as permeated by an ideology of benevolent humanitarianism.

The hostility to sociology as an academic activity to which Dr Tomlinson alludes in the introduction to her recent book, *A Sociology of Special Education*, probably stems from the frequent failure of some sociologists - including Dr Tomlinson - to relate their arguments to facts. The arrogant confidence with which unsubstantiated claims are advanced both in the TES article and the book is breathtaking. Dr Tomlinson asserts in her book that "to have received a special education - with its historical stigmatising connotations - even a non-recorded special education in an integrated setting - will be regarded unfavourably by potential employers".

No evidence is provided to support this sweeping claim. This assertion is demonstrably false. Staff in special schools and the careers ser-

vices can provide numerous examples of firms which prefer to employ young people who have received a special education. Aha, Dr Tomlinson will no doubt say, that's because the carefully devised work preparation courses provided are designed to produce a compliant work force.

A further reason for the antagonistic attitude to academic sociology may arise from the fact that it rarely has anything positive or constructive to offer. The overwhelmingly depressing and negative picture of special education consistently portrayed by Dr Tomlinson is not one with which I am familiar. But, obviously, I suffer from the blinkered percep-

tion of a member of a particular vested interest group.

In her writing Dr Tomlinson would appear to have been strongly influenced by the work of C Wright Mills, an American sociologist, who made a point of deliberately exaggerating his arguments to make a particular point. Dr Tomlinson's failing - and it is a serious one - is to recognize that there is a crucial distinction between exaggeration and distortion.

ROBIN JACKSON
Principal lecturer in special education
King Alfred's College
Winchester

Special parts

Sir - Sally Tomlinson in her response to Mrs Warnock (TES, November 12), says "Special education can perhaps be regarded more as a form of social control over what Cyril Burt in the 1930s referred to as the 'children of the social problem classes', than as catering for their special needs".

Dr Tomlinson appears to be suggesting some parts of the education system might not be similarly included in her sociological analysis. Which parts are these?



Sir Cyril Burt: Social problem classes
NORMAN WARD
Head
Furze Down School
Verney Road Winslow Bucks

Lunch breaks

Sir - I am writing about the problem of supervision during the lunch-hour. The crux of the problem is not whether or not these duties are voluntary but their importance in the maintenance of high standards of behaviour in the school.

At secondary level, the duties cannot be carried out effectively by ladies employed as supervisory assistants. Only rarely do they carry the authority or have the knowledge of pupils possessed by the teaching staff.

If teachers do not volunteer for these duties, a period of uncertain supervision and discipline is established in the middle of each school day.

Pupils cannot adapt to two different standards each day. It is, therefore, clearly in the interests of the teaching staff to make sure that discipline throughout the school day is consistent and exercised by the same group of people, the teachers.

However, teachers are entitled to a break at lunch-time. Teaching is an onerous task. There are two solutions: either adequate payment must be made to compensate a teacher who gives up the lunch-time period for supervision or there must be compensation in terms of equivalent time immediately before or after the lunch-time break.

This means a school must appoint additional members of staff to be able to build this flexibility into the timetable. To hope to solve it by appealing to teachers' sense of professional commitment is unrealistic in the present climate. The situation is worsening. As the numbers increase who withdraw from duties, more and more are questioning their own involvement.

Some schools may cope by allowing large numbers of pupils to spend their lunch-time break out of school, unsupervised by school or parents. This is not a happy situation for the local community or a constructive feature in a pupil's day. Other, more isolated, schools have no choice but to accept responsibility for the majority of their pupils.

Heads are placed in an impossible position because they have a responsibility for which they may have neither the quality nor quantity of help to carry out effectively. It may be, of course, that the provision of lunch is irrelevant to the educational purpose of the school, and that we should have a serious look nationally at the adoption of a continental-type day.

STAN BUNNELL
Headmaster
Queens' School
Bushey
Hertfordshire

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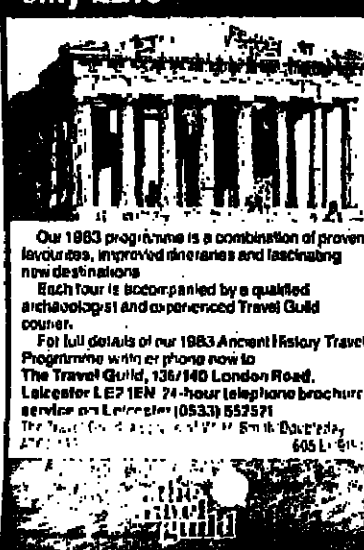
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Sex deferred once again



Jo Bjelke-Petersen: aiming high in sex education

SYDNEY: Queensland has again retreated from a decision to introduce sex education in state schools. The Cabinet's inability to resolve the issue, despite two reports in the past three years which have called for sex education, means that Queensland is the only state without such classes in state schools.

The Cabinet agreed in principle with the latest report but deferred until 1985 at least, any move for sex education in schools.

A key obstacle to the introduction of sex education is Mr Jo Bjelke-Petersen, the premier.

He said it would be some time before the issue would be resolved. "We are determined to get the best system in Australia and around the world."

"It is being looked at very carefully. We don't want to take it away from the parents", he said.

The premier also suggested that it was unlikely teachers would take the classes. The job was likely to be done by "family life groups".

Most independent and private schools in Queensland have sex education. Teachers and some community groups have called for the classes as a way to cut the state's illegitimacy rate, which is 30 per cent above the national average.

Concern has also been raised about the incidence of venereal disease.

School to let

● A government school in Sydney has been declared surplus by the Department of Education and will be leased to an orthodox Jewish private school.

Dover Heights Boys' High School will be handed over to Moriah War Memorial College at the beginning of the second term in 1983.

It is the first time that a government school in New South Wales has been leased to private school interests, and is the outcome of two years of the past few years' first, a halt to the many years of high increases in population; and second, a small but perceptible shift of pupil proportions to private schools.

LETTERS

Challenge of Christianity

Sir - There was a time when Richard Hughes's article "Why Christianity?" (*TES* Extra, December 17) would have involved him taking his professional life in his hands. I have two hopes for him. Firstly that his career will not suffer; secondly, that he has not been allowed space merely as the status quo "confessional" who is there to be put in his place.

His argument is heavily "cultural", based on the view that children doing RE in Britain should study Christianity because there is a lot of it about, and because it is a vital force in Western life and tradition. John Rudge in the same section argues that this is dubious because the relationships between religion and culture are complex and well beyond the understanding of most 16-year-olds. His alternative, of religion as "a diverse reality" is equally complex, especially when he goes on: "Students should show their knowledge and understanding of more than one religious tradition simply on the grounds that such is the nature of religion". This is true in an important sense, but it is much easier to appreciate if you were Lord Herbert of Chirbury or are the head of RS in a college of higher education than if you are a well-informed 16-year-old.

You would not jump to this conclusion from *St John's Gospel*, the *Book of Deuteronomy* or the *Holy Koran*, or all three read one after the other. If young people are to be gripped by something which makes them say "such is the nature of religion" we cannot say it will be the benign, civilized thing that suits anyone's idea of a multicultural society. The fine scriptures of religious educators do their subject great credit.

dit. If only they were common to all subjects. Anyone who has witnessed the battle for able students' academic souls as science and modern languages contend over A level options will endorse Peter Connolly's axiom: "The teacher's attitude to the job must be dominated by educational considerations rather than proselytizing ones."

The fact is that if you let Christianity into education, you cannot domesticate it, any more than Jesus himself can be tamed on admission

to an individual's life. Christianity challenges, just as he did, the assumptions by which society tries to come to terms with itself.

Christianity is a standing challenge to modern education which is duty-bound to study it but which cannot house-train or contain it.

RICHARD WILKINS
General Secretary
Association of Christian Teachers
27 Spring Gardens
Garston
Watford



Plural values

Sir - The article Why Christianity? (*TES* December 17) contains so many illogicalities and non sequiturs that it is difficult to know where to target a brief response.

Mr Hughes believes the purpose of religious education is to "describe and to inform". He alleges that to describe more than one religion is too difficult for the task to be undertaken in school. Pupils who are not Christians he suggests, will not be offended because the aim is not to inspire belief.

Against these views a number of points must be made. First, teachers are introducing pupils to a plurality of religions without creating confusion. There is evidence that this can be done, and not only in multi-faith areas.

Secondly, in history and, especially, geography, we teach about a number of countries and have done for many years, apparently without causing confusion. Pedagogically why should the teaching of religions confuse when the teaching of countries, histories and even literatures does not?

Thirdly, and more seriously, has Mr Hughes ever tried to convince Muslims or Jews, for example, that his reason for ignoring their religions is only to avoid confusion? Education is a human and one hopes humanising process. What is likely to happen to pupils' self esteem if their religions are ignored? Even worse, perhaps, what conclusions will their classmates draw about the

work of Judaism or Islam if only Christianity is taught in their schools.

Finally, Mr Hughes is not faithful to his own principles. Even in his article he includes Judaism by describing Jesus as a Jewish reformer! In his first book there are extensive references to Judaism which I and others have felt to be antisemitic, by accident perhaps. Mr Hughes's first book has convinced me that it is impossible to study the origins of Christianity without also learning about Judaism itself.

In short, I would wish to counsel teachers against Mr Hughes's advice. If they teach in multi-faith schools the result could be disaster - large-scale withdrawals by Hindus, Jews, Muslims and Sikhs. If they teach in all-Christian schools it could be a return to the kind of imperialism which Christianity provides the National Front with its theology.

I agree with Mr Hughes that we must teach Christianity. I also agree that Judaism and Christianity hold differing views about the person of Jesus and many other beliefs.

But in a pluralistic society, which is part of a multi-faith world, the schools must be a place where religions and political differences are recognised and studied, otherwise our children will not grow up to be mature adults and citizens.

Dr W OWEN COLE
Senior Lecturer
in Religious Studies
Bishop Otter College
Chichester

Outside influence

Sir - The grumbling anti-multiculturalists in your columns over the past few weeks began with Raymond Honeyford whose article seemed at the time to be too inaccurate to deserve a reply. However, NAME does not want to be accused of lofty indifference; it's time to make one or two fundamental points before the correspondence is laid to rest.

By "national homeland of the English people" your correspondent Eric Peterlade (*TES*, December 17) presumably means the shires and cities of England, a section of the Isles of Britain which have often, over thousands of years, been visited and settled by numerous tribes and mostly without "consent and consultation".

Homo sapiens continues to be a territorial creature, given to moving across the face of this planet (and now into space). Such activity occurs naturally and unashamedly; it has even led to some of those who called Britain their mother country settling in all corners of the globe, with little or no consultation and consent from those who had settled there first. These Britons took with them religion, customs and a governmental system which they happily transposed.

Surely freedom to move about the earth is an important element in human civilization and an acknowledgement of the resulting enrichment of this experience is a logical part of anything that claims to be a comprehensive approach to education and totally within the liberal tradition of extending knowledge through exploration and inquiry.

What is it that frightens people like Mr Peterlade and Mr Honeyford about facing the realities of the present? Why don't they want to encourage children and students to relate the real world of the present to the real world of the past? How can they, as trained educators, be content with a pedagogy that excludes so much that is informative, interesting and exciting?

They should answer these questions instead of looking around for someone to blame for developments which are going on in the world but which it seems they are blind to.

Can they, or anyone else, really believe that all people (including teachers) do not benefit from learning about the beliefs, customs and viewpoints of their neighbours?

MARY BAKER
Fieldworker
National Association
for Multicultural Education
Midland Road
Walsall

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should be kept as brief
as possible and typed
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right to cut or amend them.

FE hours

Sir - I am surprised that *The TES* should repeat the old misconception about further education lecturers' teaching hours. Your article concerning the local government inspectors' report (*TES*, December 17) implies that FE lecturers are contracted to teach 30 hours a week and that in some places they are getting away with as few as 11.

As you well know, the 1975 conditions of service for FE provide for "class contact" hours of between 13 and 22 according to grade of lecturer. Class contact entails teaching, supervising examinations and timetable tutorial and supervision work. The rest of the 30 hours a week a lecturer is officially on duty is spent in administration, preparing lectures, updating subject knowledge and teaching materials, etc. As has been shown by research of the independent National Foundation for Educational Research, in practice most lecturers work well over their contracted hours.

As an educational organization, the National Association of Teachers in Further and Higher Education is totally committed to the provision of an efficient service and a high quality service. We have been concerned that the authorities seek to distinguish between efficiency and effectiveness and produce little evidence to show that the former can be improved without damaging the latter. The audit reports betray a lack of understanding of the organization of further education and seem to have been conducted without consultation with relevant organizations of either management or staff. NATEFHE is now engaged in discussions with the Audit Inspectorate which we hope will prove constructive and prevent future misunderstanding about staffing arrangements and confusion between educational, negotiating and financial questions.

PETER DAWSON
General Secretary
NATEFHE
Hamilton House
Mableton Place
London WC1

Lost miles

Sir - I write with reference to R. J. Baldwin's letter, "Teacher's Time" (*TES* November 12). While fully supporting the sentiments expressed, I wish to correct the misleading and erroneous statement that teachers living more than five miles from school can claim half the standard NUT mileage allowance when attending after-school meetings etc. That same week I returned to school to attend such a function, a return journey of 13 miles. My headmaster, on my behalf, followed the matter up with the I.C.A. The claim was refused.

L D NEWTON
15 Broadmeadows
Bowburn
Durham

Education Authority a board of governors "questioned" an applicant re his/her "commitment" (using the word employed in school documents on this matter) to multi-racial or to comprehensive education, as indeed occurs, there would be no problem. In my opinion rightly so. But what is sauce for the goose should be sauce for the gander. People cannot have it both ways - but of course they will try to!

The issue goes much deeper, and cannot be separated in the present educational context from that of multicultural education as also discussed in the same issue by Raymond Honeyford. One has to be in the thick of ordinary secondary school inner-city education to appreciate that there is a vigorous, but of course concealed, anti-Christian trend in the movement for multicultural education as advocated and practised by the social and political elements I have referred to.

Christianity is the ancient culture of this country. For that reason alone the multi-culture educationist should be keen to respect it. Having been in India for four years, I can appreciate what reaction there would be if the presence of a few British children in a Bombay school were used as a pretext to deny that school celebration of its Hindu festivals. There would be an outcry against "cultural imperialism".

For these reasons I believe Mr Jones of Cwtyd has every right to consider the attitudes of applicants for a headship on such a fundamental issue as religion in a Christian community. Similarly I would support the right of a Bombay board of governors in an Indian state school to consider the religious attitude of applicants for a headship.

MIKE KNOWLES
35 Spring Hill
London E5

FEATURES

Radical shifts from tradition can make A level English more satisfying to teacher and taught, Bill Greenwell finds.

ALTERNATIVE ENGLISH

Alternatives in the survey are hybrids, constituting only a proportion of the whole syllabus. Sometimes this has curious effects. Schools given the freedom to devise one third of the syllabus undertake fantastic amounts of work and research, only to make the content top-heavy, and out of all proportion. What this demonstrates is the enormous urge to break out of the sterile pattern familiar to most A level students. And although I found the Northern Ireland Board's response to my request for information ("there is no demand from the schools in the province for an alternative") refreshingly succinct, I doubt its claim. Most English A level teachers are more likely unaware that any alternatives exist.

After conducting this survey, my most particular sense is of the benefit of the dissertation (relatively new to England, although not to Scotland). This seems ultimately most likely to satisfy the students, to make them think in retrospect it was worth it. The opportunity to present considered opinions at length is something 45 minutes of graft in a hot hall can never provide. It is also more stimulating for teachers - they find themselves doing a great deal of interesting reading. Comments from teachers, and my own experience of AEB's 753, suggest that most students surpass themselves in their dissertations; they surely provide, as well, perfect subject matter for an oral element.

But talking and listening are still the black sheep of the English A level fold. There is a

distressing tendency for them to be seen as territory "occupied" by the newer Communication Studies A level. The temptation remains, meanwhile, to hivel off language from literature, caused by resistance from English literature teachers to non-literary (or "sub-literary", as I've seen it called) language. Consequently, the two language syllabuses in the offering have a manifestly inappropriate bias - for this level - towards linguistics.

One of them (the second is a limited JMB experiment) grew out of London's optional "Varieties of English" paper. The 1981 paper offered its 42 candidates a fascinating selection of passages for comment.

Tasks were set to use two of the following five - three versions of the Good Samaritan parable; a radio and TV commentary on the same football match; extracts from novels in which the dialogue used dialect; a press advertisement; a Tom Leonard poem in Glasgow dialect - material which would be exciting on any practical criticism paper.

Alas, this is a naive view. In the examiner's report on an answer to the third question (on extracts from *Saturday Night and Sunday Morning*, *Cold Comfort Farm*, and *The History of Mr Polly*), we find this: "At the end of the word 'of' he leaves off the labiodental voiceless fricative (f). A commendable use of technical terminology, but once again the candidate sees rather than hears the word - the fricative is of course voiced, though not spelt 'ov'." [My italics].

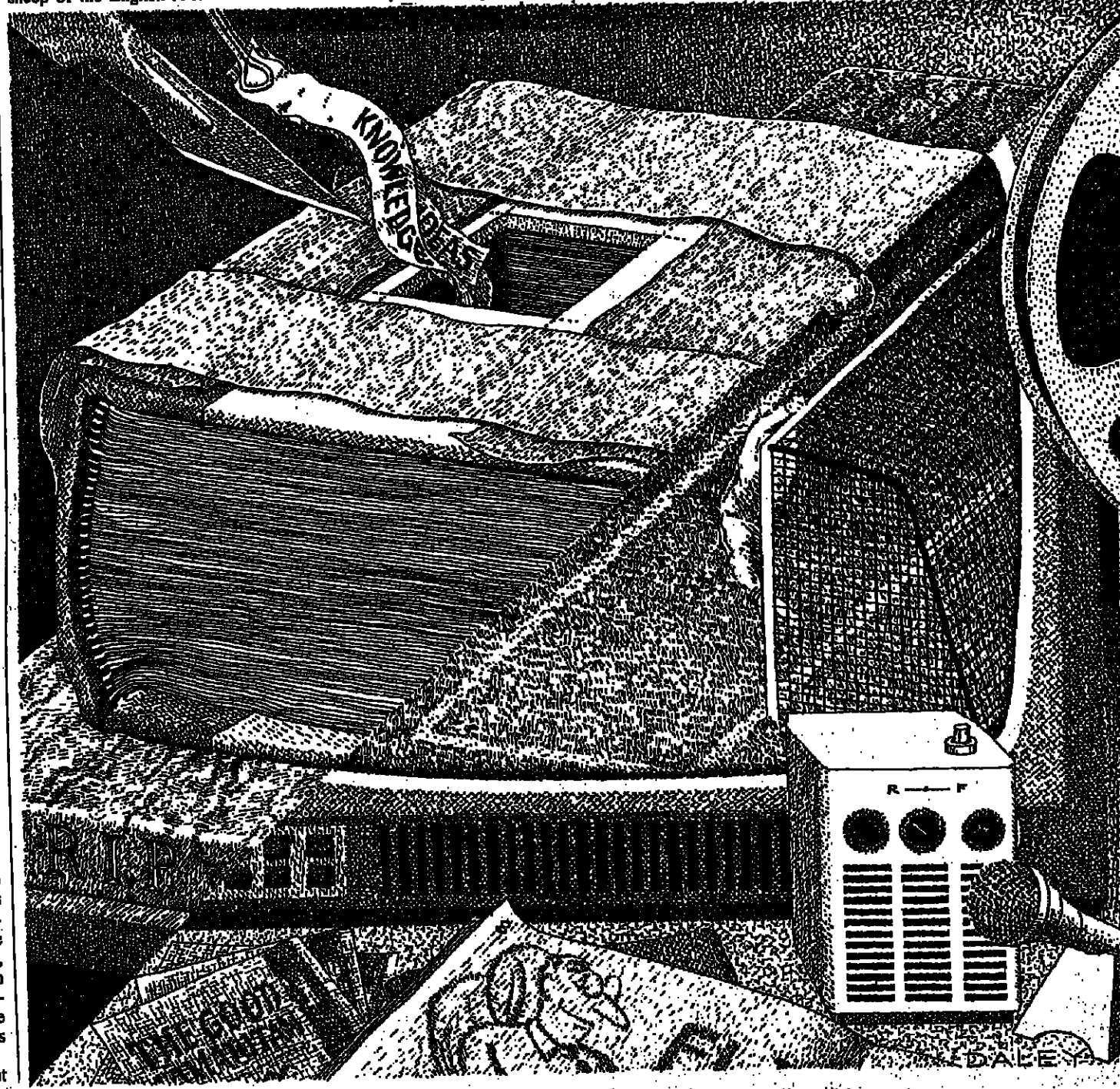
That phrase about the terminology being commendably technical worries me. It suggests that there is now a movement - a backlash - born of understandable frustration with English literature's critical practices, which is shifting the emphasis the other way. The danger is that teachers will see themselves as having to plump for literature or language. The fallacy that English literature A level should be designed to suit the tiny minority going on to university to read English will be twinned with a new fallacy about English language studies being designed to fit the needs of potential linguistics students.

One further point concerns consortia, many of which consist of the schools originally devising the syllabus. By contrast, in the case of the AEB's course 753, consortia were formed to meet the devising of the syllabus by the board. One Cambridge variant, however, allows schools to operate entirely independently, and the head of one such department wrote to me that consortia were "a very effective way of getting a little of what you want, and a lot of what you don't." But while it is true that consortia are rather more controlled by the board, regular moderation meetings effectively offer very valuable in-service training.

The alternative syllabuses provide interesting evidence of how much English A level might be developed. All of them, however much they remain at the teaching stage, open up the study of language in the way that the traditional A level closes it down.

After five years of teaching to an alternative syllabus, I can easily describe the most notable change. The students look far more closely at the way that language is manipulated; they see books as the result of a process, and not as a body - it was a corpse, as I recall - of knowledge.

Bill Greenwell teaches English at Exeter College, Exeter and is a former national officer of the National Association for the Teaching of English (NATE). His survey is published as *Alternatives at English A-level: (NATE Examinations booklet No.4) Price 75p, including postage; available from Bill Greenwell, 15 East John Walk, Exeter EX1 2EW.*



FEATURES

School to...what?

One of the few certainties for 1983 is that fewer school leavers will find jobs. That alone threatens to demoralize and disrupt both the individuals concerned and the schools and colleges attempting to prepare them for the future. But could some of the alternatives to work now being offered make matters worse? On the page opposite Bob Finch describes how the Government's latest plans have left schools feeling high and dry. Here Martin Loney examines some of the broken promises of YOP and finds the Youth Training Scheme which replaces it is based on similar, questionable assumptions.



The Youth Opportunities Programme was launched in 1978, amid a blaze of publicity, and backed by all the main political parties and both sides of industry.

The enthusiasm of the Government of the day was reflected in Labour's remarkable 1979 manifesto claim: "Britain has the best youth programme in Europe. We have the Youth Opportunities Programme". Currently YOP is being phased out as the Youth Training Scheme is established, but to many it is rather difficult to tell where one ends and the other begins.

Promises which the MSC made for YOP were impressive. In full-page advertisements, of the kind which promote the stumbling Community Programme, the MSC assured readers that the scheme was based on the best elements of existing programmes which had succeeded "in helping as many as eight out of ten participants into jobs".

The man behind YOP, Geoffrey Holland, was even more enthusiastic. In April 1978 he was reported as saying that fewer than 10 per cent of programme graduates would be "reunemployed". Equally categorical assurances were given that there would be no displacement of permanent workers and that employers who abused the scheme would be quickly weeded out.

The underlying rationale for the new programme was spelled out by Richard O'Brien, then chairman of the Manpower Services Commission: "The Youth Opportunities Programme aims to break the vicious circle which yearly traps many thousands of unemployed young people... they cannot get jobs unless

they have work experience and some basic skills. But they cannot get that experience and those skills without a job".

The thinking behind the scheme can be summed up thus: youth unemployment is largely a function of the characteristics of the young unemployed, change those characteristics and you significantly reduce the problem.

If the programme had focused on a small number of disadvantaged school leavers, in the context of a buoyant economy, it might have had some effect. In fact the skyrocketing level of youth unemployment and the eagerness of politicians to appear to be tackling it resulted in a massive expansion of the scheme. In 1979 YOP was dealing with one in eight young people, by 1981 it was already handling one in four.

There were strong economic arguments for supposing that programmes which ignored the demand side of the labour market and focused on the supply side would be effective in tackling only particular bottlenecks, or in a period of sustained expansion. There was also abundant evidence from the American War on Poverty that skills programmes, directed at labour market entrants, were ineffective unless backed by policies designed to secure more relevant jobs. In a seminal work on the War on Poverty, *Dilemmas of Social Reform*, Marris and Rein comment on the disillusionment of those who graduated from the programmes back to the dole queue: "As each door they opened led to nowhere, they were continually adding anterooms in which an appearance of hopeful activity disguised the ultimate frustration".

Even for those who, it might be argued, takes place during the regular contact between the Jobmates and the young people. Each Jobmate is usually responsible for four youngsters at a time and sees each of them, normally at their homes, for an hour or so a week. Part of the success of the scheme has relied on the fact that the Jobmates come in free of any authoritarian taint simply to help. This has relieved the relationships of many of the tensions which can exist with Careers Service staff, probation officers or teachers. The Jobmates are seen to be on the side of the unemployed youngster. This makes it much easier to get across some unpalatable truths about the youngsters' standard of writing, speech and dress. Because the Jobmates are themselves in normal employment (sometimes, indeed, working in personnel departments or employment agencies) what they say carries more credibility than the advice from professionals like careers advisers.

"You need to coax many of the youngsters along so that gradually they learn the lessons. I'd go through an application form with them very carefully - sometimes it takes a whole evening - making sure that the spelling is right, that they've understood the questions properly and that it looks fairly neat. I knew from my own job that people draw conclusions from the quality of the handwriting so I do what I can to help them improve that. And when it comes to letters I try and help their grammar, make sense but obviously I can't write their correspondence for them - it would stand out a mile", said one Jobmate who was herself attending a level English evening classes while coaching her Joblings along in their basic skills.

"It's when you start making suggestions

need special help to make a successful entry into the labour market, the schemes proved to be of little use. "The difficulties of young people from the ghettos in mastering the demands for employment, or the insensitivity of schools and social agencies, only become crucial as the resources to provide decent jobs and training are assured".

If the American War on Poverty was a tragedy then, in YOP, history was to repeat itself as farce. The American War on Poverty had taken place in an expansionary period with a presidential commitment to abolishing poverty. In Britain, YOP unfolded against a background of government-inspired deflationary measures and a significant shift of resources in favour of upper income tax payers.

The success rates for YOP, far from confirming the promises made by the MSC, could only bring comfort to its most fervent detractors, for as the programme grew it became clear that to talk of success at all was a misnomer.

In the early days it was apparent that YOP graduates had some advantage over non-graduates in securing what permanent jobs there were for young people, but as the programme expanded, to take more and more unemployed school leavers, with a Prime Ministerial commitment to a place for all, then the successful placement rate corresponded more and more precisely to the local youth unemployment level. Excellent programmes in Sunderland might see a handful of graduates find work, mediocre schemes in London and the South-East could claim much greater apparent success.

The disadvantaged labour market entrants, those of ethnic minorities or deprived family backgrounds, who might have been thought the obvious target for the kind of social skills programmes and special assistance such a scheme could offer, appeared to have fared worst. The MSC has voiced its own concern that the disadvantaged could have been discriminated against through what one evaluation described as: "The tendency to recruit more able trainees to make the scheme look more successful".

This process was particularly evident in training workshops where supervisors found it increasingly difficult to maintain discipline over an exclusively youthful work force, meet production targets and cope with the personal difficulties of alienated and embittered youngsters. Many in the end concentrated their efforts on those who could do the job at hand. As one Brixton project manager said, they were quickly left with those who in better days would have had no difficulty getting an apprenticeship.

The MSC has, as yet, produced no evidence that YOP increased the level of regular employment available for young people. It has, however, conceded that it failed to keep its promise that no regular jobs would be lost through displacement by free YOPsters. Last

year it acknowledged that between one in three and one in four places created had not a permanent worker a job. This reflected both inadequate supervision by the MSC and the inevitable consequence of offering employers free labour.

In August 1981 the commission had accumulated a backlog of 36,000 visits to supervise placement arrangements. Perhaps that is why it took the commission so long to discover that employers, rather than recruiting school leavers directly on to their payroll, automatically recruited via YOP and that the less scrupulous simply replaced one generation of trainees with the next. Private nursing homes, offered free 16-year-old girls as trainees, obviously had some scope for cutting their demand for regular support staff.

Defenders of YOP might argue that it has at least kept some young people off the street - though inadequate supervision means that programme attendance is not always enforced. They could also point to good programmes which have sought to address the needs of young people condemned to unemployment. Programmes could no doubt be mounted with these objectives in mind but YOP must primarily be judged on its own original claim to be a major answer to the problem of youth unemployment. On that basis the programme has failed spectacularly. It has also concealed the real nature of the problem of youth unemployment by focusing on the characteristics of young people - their lack of "work experience" - and has caused many young people to experience a continuing sense of failure as they find not only that school provides no route into the world of work, but neither does YOP.

The new YTS continues to be based, in part, on the proposition that training will create jobs. Mr Peter Morrison, Employment Minister, has argued "to the extent that trained youngsters will be more efficient employees the scheme will contribute to reducing unemployment", an assertion which will create no more jobs than did the earlier promises for YOP.

It is in any case difficult to take the YTS claims about quality training seriously in the context of the lowest level of apprenticeships in the postwar period, massive cutbacks in well planned, competently staffed courses in further education and cutbacks in higher education which will have knock-on effects for all school leavers.

Young people themselves have made it clear that what they want is work. Those who insist on offering programmes which cannot provide this, but which simply open an endless series of doors which lead nowhere, will make the pedagogic problems of Tom Sharpe's eponymous Wilt pale into insignificance.

Martin Loney is a lecturer in social policy at the Open University.

FEATURES



Heads' tales

Bob Finch has listened to secondary heads' fears about the new Youth Training Scheme

In the past six months I've met and spoken to one in ten of the secondary heads in England and Wales. It wasn't planned but I came about because I have been filling the slot on conference agendas where someone from industry contributes to the thinking about the sort of curriculum needed for the next 20 years or so.

The experience has given me a privileged and rather unusual opportunity to share the hopes and concerns of about 700 of the men and women who run our schools. In the gaps between the talks, in the coffee breaks and at the bar, I listened and learned a great deal of what is uppermost in their minds. Naturally enough it proved to be the prospects and opportunities for the boys and girls leaving their schools.

Most heads regard the education of 14 to 19-year-olds as a continuous process, so our conversations ranged from what constitutes an appropriate curriculum for the last two years of compulsory schooling, through the difficult choices facing them at 16 to what should be happening from 16 to 19.

They look back on YOP with many doubts about the quality of what has been offered and forward to the Youth Training Scheme with misgivings. Many are puzzled and some are angry at what they believe to be the deliberate exclusion of the schools from one of the most dramatic changes in British education.

I remember when Sir Richard O'Brien (the former chairman of the Manpower Services Commission) used to say that he looked

forward to fruitful cooperation between the MSC and heads. I'm still willing but co-operation's a two-way process.

"One thousand million pounds," I heard the phrase many times "and none of it coming into the schools."

"It's supposed to be a high quality scheme but how can it be high quality when we've got nearly all the best teachers?"

I met this conviction over and over again. Industry might offer a more attractive environment (and paradoxically it is sometimes the very ugliness of workplaces - and therefore their dissimilarity to schools - which increases their acceptability to school leavers) but the heads insist that the teaching expertise is in their staffrooms.

"Your trainers may enjoy a lot of success in the first year or two", I was told "but wait till they've been at it for a while and the novelty has worn off."

Some heads were inclined to admit that they had not made much of a success of the raising of the school leaving age and that it was for this reason that they were not being invited to participate in the YTS.

"But what experience have the FE colleges got of this ability range? They won't know what's hit them."

This last comment was sometimes made with a little relish and it was clear that in some areas the relationship between heads and their opposite numbers in the FE colleges was strained. "You know what the colleges are going to meet? My problem kids - only a couple of years older."

The anomalies which will inevitably be created by paying an allowance of £25 a week or more to students who go on government schemes while offering nothing to those who elect to stay on at school have won many heads over to the idea of educational maintenance allowances for all students over compulsory school leaving age.

"It doesn't have to be a princely sum and we could live with some inequalities for an interim period but if they're forced to choose between £100 a month or pocket money there'll be no competition."

A number of heads, particularly those in sixth form colleges or tertiary colleges, pointed out that there would soon be students

sitting side by side, following almost exactly identical courses and yet having markedly disparate levels of income.

Quite apart from any opinions heads may hold about the most appropriate places to offer courses to the 16 to 19-year-olds, and the best people to run them, they will face a genuine dilemma next spring when large numbers of school leavers will ask for advice about what to do next.

"How can I advise anyone to go on a YTS scheme when I don't know myself what it is they are being offered?" The MSC may have seriously underestimated the problem of getting information across the network of careers officers, careers teachers and senior teachers, and the need for many more details of what will be on offer next September is desperate.

Of course heads will be accused of bias in wanting to retain students within the school system - not least because sixth formers affect their points total and therefore not only their own salaries but the responsibility allowances available for their staff. For many students there are sound reasons for moving on at 16 to a different life style in a different institution. But it remains true that at that stage the adults who know them best are the men and women who have been teaching them.

On several occasions I heard what sounded like a very sensible compromise being put forward. "Why don't some schools offer to provide the training package which goes with YTS work experience but run it off the school premises - on industrial sites or at the FE college or wherever it works best?" This, they point out, would divert some of the MSC gold in the direction of schools and allow them to give jobs to some of the young teachers they cannot employ at the moment.

"The only curriculum worth talking about is a 14 to 19 curriculum."

If that is the case - and I heard it stated many times in different ways - surely the schools must be totally involved. Heads and teachers must be invited to contribute as central partners in the teams which are planning such radical and exciting changes in the provision of education and training. "The Youth and Community Service had better get aboard too if it wants to survive." I was also told.

Could it happen? A unified and coherent pattern of education and training from 14 to 19 embracing everybody, academic, technical, experiential, practical? An acceptable and equitable set of allowances and comparable esteem and resources? Pipe dream or pragmatic programme. "Either way they can't start without us", as one head said.

Bob Finch is IC's schools liaison officer.

Capital scheme

Edward Fennell discovers lessons for schools arising out of attempts to advise and support the young unemployed in London.

Adult volunteers involved in London's "Capital Jobmate" scheme are amazed at the ignorance and naivete of some of the unemployed young people they deal with. Although the aim of the scheme is to give moral support to jobless youngsters the adult befrienders find that what many of their young people need is basic educational assistance.

"I'm really surprised that youngsters can leave schools and colleges with such a low standard of education", says Elaine Stephenson, who works in a travel agency. "They seem so totally unprepared for the outside world that I feel the educational system has really let them down."

The Capital Jobmate scheme was set up in 1979 under the auspices of the National Extension College, the Cambridge-based educational charity. Using publicity provided by Capital Radio it brought together unemployed teenagers and mature adults so that the youngsters could benefit from a wider network of contacts and knowledge.

The adults (called "Jobmates") could also offer their "Joblings" (as the young people have come to be called) help and support in dealing with extended unemployment.

Intended as a one-year experiment, Jobmate has now helped 6,500 young people and has also distributed 25,000 copies of its "Jobmate Kits" (printed materials and advice for young job-seekers). During the past three years it has won widespread backing and is now financed by the GLC, the Manpower Services Commission, the ILEA and most of the London boroughs as well as a number of major employers.

But during that time the efforts of Jobmates have switched from job-seeking to helping their Joblings survive unemployment. "Unless youngsters are able to cope with the experience of unemployment then there is no chance of them getting work", Elaine Stephenson says.

Helping them improve their educational standard is an important part of this. Most of the Jobmates are themselves socially mobile and have benefited from formal qualifications. So, in a number of cases, Jobmate Sally Dixon has advised her youngsters to get on to further education classes to improve what they have to offer an employer.

"When they first leave school they seem to think that exams don't count and that they'll be able to find a job. Often they are rather cocky about it. After about six months though, you can see real demoralization or anxiety setting in and at that stage, with encouragement, some of them will regret missed opportunities and be prepared to take evening classes or a correspondence course."

It is not only the youngsters' educational standard that is a problem. Many of them lack the basic skills of writing, speech and dress. Because the Jobmates are themselves in normal employment (sometimes, indeed, working in personnel departments or employment agencies) what they say carries more credibility than the advice from professionals like careers advisers.

"You need to coax many of the youngsters along so that gradually they learn the lessons. I'd go through an application form with them very carefully - sometimes it takes a whole evening - making sure that the spelling is right, that they've understood the questions properly and that it looks fairly neat. I knew from my own job that people draw conclusions from the quality of the handwriting so I do what I can to help them improve that. And when it comes to letters I try and help their grammar, make sense but obviously I can't write their correspondence for them - it would stand out a mile", said one Jobmate who was herself attending a level English evening classes while coaching her Joblings along in their basic skills.

"It's when you start making suggestions

about what they should wear at interviews that they look at you with amazement", said another Jobmate. "It clearly has not occurred to them that what they wear when out with their mates or at the disco may not be appropriate when going for a job."

Although the Jobmates feel that the schools are neglecting these kinds of youngsters they do not blame the teaching profession. Seventy per cent of the Joblings have no formal qualifications and the Jobmates recognize that many would be pretty unruly pupils.

"The trouble is, they get the wrong kind of education in their last year at school", complained Tim Warwick, who works for Plessey, the electronics company. "Instead of doing the traditional academic subjects they should have been getting some work experience and being taught things which are relevant to the outside world. Perhaps then they would be a bit more capable of coping with it."

Ian Taylor the director of the scheme, is pleased that two thirds of the young people put in touch with a Jobmate have moved into work, further education or training but it is difficult to see how that figure can be maintained in the future.

An MSC report (*Special Programmes Occasional Paper Number One: Helping Young People Help Themselves August 1982*) concluded that "the Jobmate scheme has been very largely successful" so its value has now been officially recognized.

But demand is likely to grow to such a level that the network of volunteers and core of full-time coordinators needs to increase by a third in order to cope.

Most subjects have been added to the school curriculum only when informal education by family, church or community no longer ensured the learning needed for adult life. The 3Rs, school science, physical education, environmental studies and sex education all "arrived" in this way. Work, the newest subject in the curriculum, has a similar history.

Not so long ago the experience of work was indivisible from the experience of family, community and society. Only during the past 150 years has work, for most citizens, been taken away from family and community and put into factories, shops and offices. Such institutions are increasingly "closed": complex technology, security, privacy, hygiene or hazard ensures they are only accessible to those who work within them. But now work is not only a separate part of human experience, it is also one that is not being made available to all.

Like most human experiences work was taken for granted while its existence seemed assured. We have come to see its importance more clearly when its availability is at risk. Work provides the basic components for normal life: including the use of time, the achievement of social standing with its rights and duties and many of our attitudes and values. Without work the individual can scarcely develop an adequate social identity and society is hard put to exercise the social control over its members necessary to achieve stability and continuity.

The development of vocational identities in modern societies is complex. When large numbers of workers were required to perform routine and repetitive tasks, self-image was of relatively little consequence to most employees.

But many sectors of modern industry call for human beings not to act as "machines",

Teaching work

The newest subject on the timetable may not create new jobs but it could enhance schools' effectiveness John Egglestone argues.



but to use their capacity to adapt, adjust and initiate. For such occupations an active vocational identity rather than a passive vocational role is preferable.

Schools have usually played only a small part in helping young people to achieve vocational identity. Though they identify talent through the examination systems, there has been little attempt to help young people to achieve their identities to accompany the examination qualifications. There has been even less success in helping those without examination qualifications to achieve such identities. This has led to many problems. Not only have many young people lacked an adequate identity for work and the other aspects of life that are linked to work. There has, for example, been little preparation for such activities as leadership in the workers' unions and membership of local government bodies - modern roles that play a central part in modern societies. As a result, there are often problems in identifying leaders with important consequences for the day-to-day running of our society.

Work experience may reinforce vocational and work skills in a specific occupation. It may also reduce the choice of the individual by inducing "premature specificity" and run counter to a broader careers education or counselling programme. And the increasing dominance of work experience programmes,

for human beings not to act as "machines", schools to take a more active role in the achievement of work identity. New planned work experience schemes in schools take many forms but have several common features. The first is to increase the possibility of employment and to ease the transition between school and work.

Others include the skills and values which are believed to be valuable components of vocational identity.

A third feature of school-based schemes is the range of adult participants. Unquestionably, teachers must play an important, if not central, part in their organization. Teachers who have previous experience in other jobs are likely to have a particularly valuable contribution to make (though much depends on their own perceptions of work). But as well as teachers it is important that adults working in industry, participate. It is even more important that these include people who are doing the sort of jobs to which pupils aspire.

Young people seem to enjoy work experience, but how can school-based work experience be evaluated? How can we tell if the visit to the factory is no more significant to the lives of the young than seeing the lions at the zoo? Attendance during work experience programmes often runs at a consistently higher level than for normal school.

But beyond this the evidence is ambiguous. Well planned work experience can result in a better chance of obtaining some jobs. But this may only be at the expense of those who do not participate in work experience schemes.

Work experience may reinforce vocational and work skills in a specific occupation. It may also reduce the choice of the individual by inducing "premature specificity" and run counter to a broader careers education or counselling programme. And the increasing dominance of work experience programmes,

could well lead to a decline in the acceptance of apparently "less relevant" aspects of education. Indeed, the very acceptability of work experience programmes may diminish the overall acceptability of the school. This could account for a good deal of the criticisms of the programmes made by some teachers in schools despite the finding in Sweden that when three days a week are devoted to work experience and two days to schooling the school achievement remains equal to that of five days schooling.

While some have criticized work experience schemes as fitting working-class children into working-class jobs, and as low status education for low status pupils, research in the United States suggests the success of these programmes lies in their ability to stimulate and motivate young people and so enhance schooling and its effectiveness.

There is a great deal of informal evaluation by the young people themselves. Some of it is unfavourable, though some displays an acute awareness of the benefits as well as the problems of work experience programmes.

Such imprecise evaluations, are the best guide we have to the achievements of work experience. In this area of education, more than in any other, it is the students' experience and appraisal of these programmes, and the opportunity and recognition they offer him, which will ultimately determine the size, nature and direction of future provision. In so doing they will largely determine whether work programmes in schools can diminish the need for expensive, time consuming post school programmes to teach work to those who do not readily find it.

An extract from the introduction to *Work Experience in Secondary Schools* edited by John Egglestone published recently by Routledge and Kegan Paul.

ARTS



Calverton recognizes clearly that the concept of class is a function of a concept of the community itself. In the classical world, the two types were different social functions to be integrated, and the master conception was that of balancing the potentially variable interests of the different classes. The modern statecraft of checks and balances is indebted to this conception. From the eighteenth century onwards, however, classes came to be seen increasingly in terms of competition, of labour vying with capital for the fruits of production, which led to the difficulties of the nineteenth century not visibly seen to labour. In utilitarian terms, society was an arena of very unequal patterns of consumption. It further seemed obvious to many social critics that the socialists' contribution of work and economic taking of

Calvert's treatment of these themes ranges widely over historical, etymological, and sociological considerations; and threatens to turn at times into a somewhat breathless intellectual history of Europe seen in terms of social stratification. But for the most part he keeps a firm grip on highly intractable material. His tone is cool, but towards the end he does recognize the homicidal aspects of the history of the concept in countries like Russia, China and Cambodia, where it was a fatal matter to be construed as a "class enemy". He ends by suggesting that, in the history of multiple social differentiation, "classism" has gone on less miserably than racism and sexism.

But old concepts never die, and we are lucky if they even fade away. The idea of class is destined to live as a term, a surrogate, to the divisions that are the British decline, and above all to the social uneasiness and for some more or less universal characteristics of human beings in terms of which everything they choose to say and do can be theorized. The modern world doesn't fit. But that won't stop people from trying.

Nonetheless...

Two English translations appeared in the United States in the 1880's, neither giving the whole of the original and neither reaching a very high standard, but there has been no new translation since then. Indeed Chervinsky has been generally neglected in the English-speaking world. In 1961 the old translation by Benjamin R. Tucker, revised and abridged by Ludmilla B. Turkevich, appeared as a Vintage paperback in the United States with the original short preface by Tucker and a short new introduction by E. H. Carr. The new Vintage paperback - though the author

The defects of these Penguin Classics are the defects of their qualities. The series as a whole has never been afraid to tackle the most daunting texts and to make available to English readers literary works from a huge variety of languages and cultures. They set high standards of accuracy and of English; but here are cases where good English, polished and readable though it may be, is not enough.

With its Modern Classics the Virago Press has achieved one of the few successes of current publishing, but its ventures into Russian literature, have been disappointing, and this particular item is a sadly missed opportunity. Fortunately a translation is about to be published in the Progress Publishers' Russian Classics series, so English-speaking readers will soon be able to read the whole of *What is to be done?* but the best solution would be Penguin Classics edition. Kingsley Walcott

Aimed at students of communications in sixth-forms and further education colleges, the book begins by tracing the rise of advertising as a function of the free market system. Ms Dyer looks lovingly back to eighteenth-century column ads for such preparations as Frenke's Tincture of Bark ("peculiarly serviceable in curing Agues, Putrid Fevers, Nervous Complaints, and all other less than mortal kinds of vulgar Venereal diseases") and Victorian window displays for chocolate and victrolas described by Thomas Carlyle as "audaciously denouncing blasts of puffery" and "rediscovered by trendy boutique owners in the sixties) before coming

McLuhan and Roland Barthes are reconciled; there are also references to Marcuse, Raymond Williams and a lot of recent British work. In addition, the book includes appendices of up-to-date statistical information relating to advertising expenditure, agencies and campaigns—useful ammunition for students attempting the challenging work-projects which follow each chapter.

Delicious fable

Perhaps the main surprise about this version of Dahl's deliciously heartless fable was the adaptor's lack of nerve. Dahl gets away with the offensiveness of his tales because he writes with panache. He knows the appetites he is catering for. What is objectionable — and what children relish — in Dahl's cruelty is not that the villains get their come-uppance, but that those victimized are victims to start with. The fal boy, the TV addict, the spoilt and slutish girls: these are the

Though the actors sang and danced energetically, their performance lacked the crispness and pace which could have translated Dahl's springy prose into an appropriately zestful pantomime. But the puppetry was excellent - witty and colourful - and enlivened what would otherwise have been a rather stolid show.

Neil Phillip

Chicago nights

THEATRES

ROYAL SHAKESPEARE COMPANY
BARBICAN THEATRE 628 8795 at
 638 8891 24hr info 628 2255. School
 Parties & in advance for mid-week
 matinees. Peter Pan to 25 Jun. Book
 tickets for *Flora & Freppy*. The
 Winter's Tale. All's Well That End
 Well & Henry IV. The Pit - Cla
 premiere production by - Pete
 Whelan.

"Oh yeah, and another tip: Look out for violin cases and municipal dustcarts. They ain't always what they seem."

O Caroon
has Heather Nell



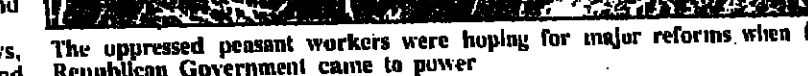
Remembering Spain

Written by James Cameron and Neal Ascherson, directed by John Blake and David Hart, the six one-hour documentaries begin transmission on Channel 4 tonight. What the series offers is a change in perspective. By focusing so much attention on the International Brigade, the series tells us, we confused these aims and ideals with those of the Spaniards. Britain used its own fears and concerns into the conflict, which it preferred to see as a battle between democracy and fascism, a preliminary round to World War II. But this was "a Spanish war for Spanish causes", and Spain had little experience of, or sympathy with, bourgeois democracy. It was the country's fourth civil war in the last 60 years: an old-struggle between populism and the forces of reaction, complicated by the regional differences of the particular character of the Spanish army and church, by fragmentation of both the left and right, and by Basque and Catalan nationalism. An internal class struggle, it cannot be explained purely in class terms, for like all civil wars it divided families, neighbours and friends.

What the programme does give us is a real feeling for the mood of the time, the ideological climate in which sides were taken and decisions made. It is the voices of the survivors which stand out. One explains that most of the labourers in her area "had never seen the colour of cooked meat." A peasant standing in his farmland tells how his brother ran through the fields to bring him word that revolution had broken out. A landowner, framed against an imposing white house, recounts old justifications and grie-

Some of the film from the archives turns us into hidden witnesses: through a camera set in an open window we watch a man being killed across the street. In a close-up, the grey images of convulsing street battles and revolutionary fervour are, they seem irretrievably distant. Our most intimate connexion with the war comes through the survivors who like us are looking back. Ironically it has become difficult to tell the protagonists apart. The grey haired old lady in a silk dress and spectacles is a former anarchist leader; the quiet, middle-aged man in an armband is a Fascist commander. The enemies of the thirties are now united by old age and memories, if by nothing else.

Mary Harron



ARTS

Literary competition

Competition No 34. Report by Charybdis

Competitors were invited to provide the script for a television commercial triggered by some Shakespearean line, scene or situation; and I was gratified by the number who, despite the distraction, not to say frenzy of contemporary pre-Christmas, managed to find the time to enter. Their efforts reached, by and large, a high standard and, as so often alas, much resource and ingenuity must go unprinted and unwarded.

As expected, certain motifs turned up again and again: Lady Macbeth's "Out, damned spot!" and Edgar's "Ripeness is all" were among the front runners for popularity and several entries made an appropriately grisly meal of the scene from *Thus Spoke Zarathustra*. Among those who came close to prizes were Philip R Bellamy with his travel agent ad based on Coriolanus: "There is a world elsewhere"; John H Earl with his "Nun-dle's Naughty Nighties" (*King Lear*); B Mooring with his "Slimeawheat" guaranteed to melt Hamlet's "too too solid flesh"; and P W R Fout with his "Belmont Butcher's lovely ham. Simply beautiful!" (*The Merchant of Venice*); while a special commendation must go to the 32 pupils of 4G at Ouseclade School, Newport Pagnell, who supplied a variety of sparkling ads inspired by their last term's reading of *Macbeth*. None of their entries individually quite made it into the final prize group; but £5.00 goes to their school library fund as a collective reward for their (and their English

teacher's) initiative.

Now to the prizes: £9.00 to D C Alexander; £7.00 each to E J Elwin and Alan Proud; and £5.00 each to Michael Birt and T Griffiths.

Bless thee, Bottom! bless thee: thou art translated.
Enter Peaseblossom, Cobweb, Moth and Mustardseed, pantly clad.
Oberon (Voice-over): Yes, girls, the Goodfellow Girdle can translate your bottom - all for your delight!
Chorus of Fairies: We'll put a girdle round your girl.

In less than forty minutes.
You'll be so full of joy and mirth
Your joy will know no limits.
Oberon: It's really true, girls. This girdle is contour-fluted for extra slimness. There's snout to it. It's the alternative to starving yourself. You won't quince - sorry - wince at the price either. It's bottom-priced - for priceless bottoms! The Goodfellow Girdle turns ravens into doves the whole over. Just try the cheek test and prove it for yourself.

Visual of Titania in Goodfellow Girdle, putting each buttock in turn.
Oberon: Put! Put! That's the cheek test! Put! Put! And it's marvelously convenient!
Fairies: We'll put a girdle round your girl. In less than forty minutes. (Etc.)

Sing (Voice-over: And it's so snug too! (Tuckers without. Fade.)

D C Alexander

Out, vile jelly! Where is thy lustre now?

Brisk male voice (with picture of woman polishing a table):

But that's a question you wouldn't need to ask if you had Jel-o-Pol, the new wonder lustre furniture polish, the polish that adds lustre to sheen! Jel-o-Pol! Give your friends a Jel-o-Pol surprise today!
Children's voices chanting (with close-up of table surface being polished): When your friends come popping in Their eyes start popping out. To see what lustre adds to sheen - this is what they shout: JEL-O-POL!

Brisk Voice continues (with cartoon pictures of Gloucester, Cornwall and Regan staring at a shiny table): Yes, use Jel-o-Pol, the new wonder lustre jelly, on your furniture, and when your friends pop in their eyes will pop out - to see the wonder lustre sheen! (The cartoon figures' eyes pop out) Jel-o-Pol - in all good hardware shops - for lustre now!

E J Elwin

Out, damned spot! Out, I say!
Lady Macbeth: Who would have thought my thumb could smirch this hose. And doubtless so. They'll never be white again.

Gentleman: A little water clears us of this.

Lady M: Thou'rt mad to say it, 'Tis blood incarnadine.

Macbeth: Best cast them on the fire.
Gentleman: But can't they in the cauldron go, the weird sisters' tub?

Lady M: Ay, there's the rub - but soft, what vision breaks?

Thunder.

First Apparition: Be bloody, bold and resolute: and laugh to scorn

powders else.
Macbeth: What bodest this riddling

sprite? Cut to Cavern. In the mid-

dle a front-loading automatic cauldron.
First Witch: In the soiled garments throw.
Second Witch: Round and round the clouds do go.
Third Witch: Spin and ruse and spin again; Let biomagic make all plain.

All: Doublet, doublet, hose and doublet, BOLD will cope they'll never trouble't. Gone is the strain, O silly thane; No need to burn 'em, dunce innane!

Alan Proud

Creeping like small unwillingly to school.

Let LOW-KOST PARENTIS speed your child to school! And to success! Truancy, laziness and all anti-social behaviour will be things of the past after his comfortable, one-hundred-per-cent safe, two-day stay in our oh-so-friendly clinic. Those attractive curly locks will soon cover the two mini-electrodes and the only thing marking him out as special will be his mental maturity, his positive attitudes... and his startling, brilliant success at school.

For a limited period we can offer special rates for second and subsequent children and for the families of clergymen, magistrates, social workers, teachers, psychologists and sociologists.

Mr and Mrs Hyphen-Jones of the West Midlands are typical. Isn't that a fact, Mr H-J? Father: It's fantastic, absolutely fantastic.

Mother (smirking): Our Jason will hopefully proceed to Oxford College. (Shot of anonymous grey-

stone building. Music: Elton John (Song) LOW-KOST PARENTIS!

Michael Birt

Here's knocking, indeed! If a man were porter of hell-gate he should have old turning the key. Knock, knock, knock! Who's there? What there, I' the name of Beelzebub! Door opens on Pantomime Don with horns and tail.

Beelzebub (with leering innuendo): Having trouble turning your key lately? You should get the benefit of BEELZEBUB REAL OLD PORTER. Makes a man feel door-knocking good. Taste the devilish good flavour of BEELZEBUB PORTER today, brewed from the choicest malt, browned just as Shakespeare liked it - and he knew what he was talking about. Yes, sir, BEELZEBUB does more than Milton can to put a bit of the devil in you. So when it's knock, knock, knock who's there? Make it BEELZEBUB REAL OLD PORTER, and turn your key as a man should!

T Griffiths

Competition No 35 "I love Feb". Set by Seylla

What's good about February, apart, perhaps, from St Valentine's Day? Could you raise our spirits by seeking us 10 lines of happy verse on the subject? The only stipulations are: first, no mention of St Valentine at all; second, the inclusion of all the following words: burah, jam, gaudy, rainbow, thank, charm, prison, autumn (or autumnal). Closing date, January 19.

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Memphis art

Etienne Sottsass designed the only typewriter to become a personal fashion accessory - the bright red plastic portable *Valentine* for Olivetti. Sottsass, the 65-year-old Italian architect, is daddy to the Milan based Memphis design group featured on BBC1's *Omnibus* last year. Memphis furniture, wallhangings, lamps and decorative objects are on show until February 10 in the Boilerhouse Design Gallery at the Victoria and Albert Museum.

Sottsass and his young collaborators (two of whom are British) emphasize their independence from institutions or authority - they hope to subvert such authoritarian principles of good taste as the Bauhaus dictum that form must follow function. Why should it? he asks.

And so, upon the glistening white tiled floor of the Boilerhouse, the Memphis furnishings look like brightly coloured liquorice allsorts. For example, a sideboard designed by Sottsass is built like a house of wayward playing cards and climbs up from a black and white mottled base. It contains just two small blood red drawers and for a sideboard it is thoroughly egocentric in taking much more space than it returns for storage. One of the Britons, George James Sowden, offers an architectural wardrobe enlivened with flashes of pink and it is big enough to sub-let to the neighbours.

In general it is interesting how much the Memphis aesthetic owes to the risks and innovations taken over the years by artists of the various postwar schools of abstract painting. Which makes sense. A lot of abstract painting collapsed into artful decoration of the kind Memphis now exploits. Indeed, the glassware on show, which is very well made, is unequivocally pretty.

Pretty? Yes. Supporters of Sottsass claim he is a radical but to my eye the sophisticated designs have been knowingly contrived to be tasteful even though they present an entertaining, colourful poke in the eye for Walter Gropius.

Peter Dormer

Visible frictions

Sir Ian Johnstone misunderstands the intention of John Ellis' book *Visible Fictions* (TES Arts Review, November 1991) and hence fails to recognize its strengths. It is a studious not "popular" attempt to regard the separate media of cinema and television as institutions; that is, not only how their production is organized but also the "mental machinery" that results in organized constructs at the reception end. This is a cultural study; it asks not only what a culture makes of cinema and television, it seeks to find out how and why. Johnstone's failure to recognize the point of Ellis' task is also why he finds its necessary complexity frustrating: Julian Barnes and Clint Eastwood have made notable observations - the point is not to generalize them, but to see if they give them serious critical attention.

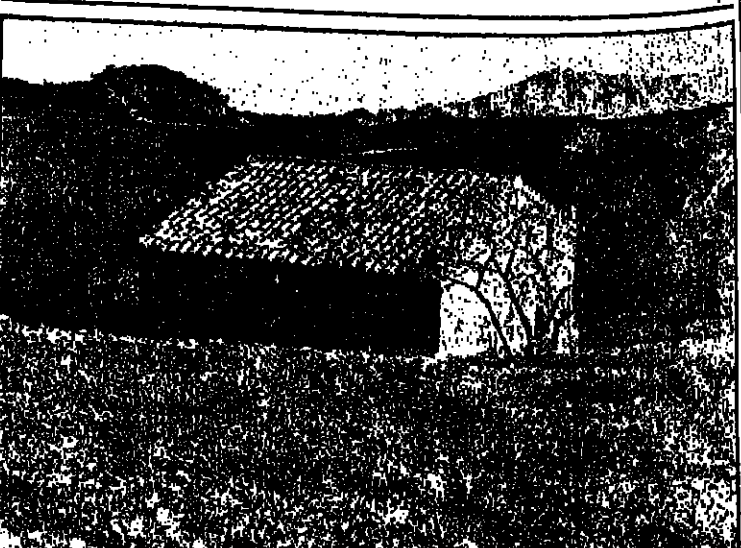
This is a strength of John Ellis' contribution. Packed reading it may be, sometimes with difficult for-

mulations, and contentious it certainly is, on many points, - but gobbledygook? Never! It has a real value to teachers engaged in or attracted to teaching about the media.

Johnstone is at least honest enough to declare he feels "an unworthy person to discuss (the) book since I failed to comprehend a quarter of it". It is therefore justifiable to ask of *The TES* how it could amend its policy on selecting reviewers to take account of the needs of cinema and television who are competent. As it is, review policy in many educational journals, not only *The TES*, is faulty when it comes to emergent media like cinema and television, very different from policy on established fields like literature.

DAVID LUSTED

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Milo Sartorius is an artist with whose work the Goethe Institut is beginning a long series of exhibitions of current art from Germany. His technique, whether in drawings or in etchings as the above, is based on reworked photographs: the approach is a widespread one (Hockney uses it too), but nobody else sticks to the original image with such meticulous faithfulness. His show will be open at 50 Princes Gate from Jan 14 to Feb 23.

BOOKS

Are men the enemy?

Women of Ideas and what men have done to them. By Dale Spender. Routledge and Kegan Paul £11.95.

The scope of Dale Spender's book is exciting and admirable. She sets out to record English-speaking women's contributions to ideas over the last three centuries, and to demonstrate how these contributions have frequently been quelled, distorted and lost. It is, as the blurb states, "an ambitious and provocative book". It is also, however, a work whose opinionatory leads to inaccuracy, which is not easily forgivable when, as I believe the blurb again rightly claims, it "will be used as a reference for many years to come".

I don't so much mind when Dale Spender outspokenly states her personal opinions (eg of Emma Goldman: "I do not like her"), but I cannot see the point of her doing exactly what she condemns men for doing over the centuries: distorting and withholding information that presents the opposite sex in a reasonable light, and by so doing misrepresenting the lives of her subjects. The nursery rule still holds - two wrongs don't make a right.

In her introduction she defends herself against the six main objections she thinks will be raised to her method, of which the first is "portraying men as the enemy". "This," she asserts, "caused me little loss of sleep. The more women of the past I encountered, the more I came to appreciate that for centuries many women have perceived men as the enemy, even when they have been told again and again it is neither a nice, nor a useful, thing to do." "Many women" possibly, but not all women, and certainly not all the women discussed in this book.

Let us take Spender's starting point, Aphra Behn. "As I knew almost nothing about Aphra Behn, I

could presume she had virtually disappeared" (!) "and so I began digging" and was helped immeasurably by Angelina Goreau's book, *Reconstructing Aphra* (1980). So presumably it is from this book that Spender builds her case that "Behn's popularity was a constant source of embarrassment to the male literary establishment who consistently accused her of being uneducated and creatively and intellectually inferior". Yet if one turns to Maureen Duffy's biography of Behn, *The Passionate Shepherdess* (1977), one discovers that her friend Dryden included her among the authors contributing to a volume of Ovid translations, duly reporting Behn's wish that it be made clear she did not know Latin and so had to work from a transcription in this manner: "I was desired to say that the author who is of the Fair Sex understood not Latine. But if she does not, I am afraid she has given us occasion to be ashamed who do." Behn's other close writer friends included Rochester, Buckingham, Etherege and Otway - which is not to say she was never attacked or satirized (by, among others, probably Dryden after his conversion), but then name a writer of that day who wasn't. And as for "disappearing", among other reprints, the Montague Summers six-volume edition of Behn's works was republished in New York in 1967.

Coming to our own century, I was startled to find Lady Rhonda's weekly journal *Time & Tide* described as though it were written and run entirely by women, and to be told that not only was it a radical journal for its time, but "in some ways it would be a radical journal today". Lady Rhonda was certainly a remarkable woman who in the twenties and thirties promulgated liberal, progressive and feminist views, but by the time I worked briefly for *Time & Tide* in the fif-

ties, it had become - as its then literary editor Anthony Cronin puts it in *Dead As Doornails* - "the organ of those Tory journalists and politicians who had philosophies of Conservatism... Lord Salisbury was the beau ideal." Dale Spender says the journal's *invisibility* makes me mad! It is a case of having to know about it before one can know about it. Housed as it is in the Colindale 'depot' of the British Library, and references to it haven't exactly been expunged from relevant publications. And Lady Rhonda would have been fiercely scornful of the notion of men as the enemy; in her introduction to the *Time & Tide Anthology* edited by Anthony Lejeune and published in 1956, she mentions (alongside equally distinguished women) St John Ervine, Bernard Shaw, Maurice Collis, Donald Tyerman, Charles Williams and Malcolm Muggeridge as being among the earlier contributors whom she particularly valued.

One reason Dale Spender does not like Emma Goldman is that in her work "There is no indictment of male power in general and no criticism of males in particular", and another is that "she had no sisters - male lovers, yes... but sisters, no". She does not admit the collective experience of women to her frame of reference... I am afraid that ten years of girls' boarding schools gave me my fill of "the collective experience of women". (It probably also helped to form my sympathy towards cooperative anarchists like Emma Goldman.) And it is no doubt my resultant dread that I might one day again be entirely separated from men that makes me so deeply depressed by Dale Spender's distortions and exclusivity, clouding the impact of so much that is true and important.

Paddy Kitchen



Robert, nicknamed "Tinker", is 17 and out of work, and like many of his friends in Newport has a rather edgy relationship with his family. Newport Neighbourhoods, from which this photograph is taken, is a stylish and evocative portrait of this hybrid (English or Welsh?) town, with its constantly shifting social composition. The book has been edited by Peter Halston, with an introduction by Wynford Vaughan Thomas, and is published (£2.95 plus postage) by Gwent College of Higher Education, whose photography students contribute the visual raw material.

Read as fantasy

School-focused In-Service Training. Edited by Ray Bolam. Heinemann £9.95. 0 435 80090 6.

For some of us reading about school-based INSET and staff development is like reading about another world. The idea of liaising with the school librarian or inviting the MRO into the department for a day or two can only raise a hollow laugh, since the i.e.a. has never been known to employ either, let alone a staff tutor responsible solely for the training and development of the adults in a school. Those boroughs who in better times prided themselves on how little they spent on education, and who being asked to keep cutting have to cut from virtually nothing, are not likely to remedy this now. Is it a coincidence that schools in these areas seem to play down the whole idea of evaluation and staff development?

Perhaps it is too obvious that thinking too much about either will

only lead to wanting what you can't have - time, professional help and resources. Nevertheless, that all three are still available in some areas is apparent in the pages of *School-focused In-Service Training*. In its first part the editor writes generally on school-based INSET, with suggestions for specific activities. The second part consists of reports of individual experiences, including self-monitoring, exercises and job exchange. This is a dense volume - so it should be at £9.95 - and not vastly different from other similar collections, but it could be useful to dip into in one of those staffroom libraries advocated rather frequently within its pages. If anyone could afford to buy it, and although parts of it will inevitably be read as fantasy in some quarters, its thinking on evaluation could be useful to personal development regardless of what back-up is available.

Jessica Saraga

Psychology books for the teacher

Psychology for Teachers

David Fontana
Written for teachers in service and in training. This book never loses sight of the practicalities of the teacher's work with children. Each chapter describes several readings and shows how they can be used to inform the teacher's practice. It will almost certainly become the standard text for numerous courses of teacher training. Ron Dawson
Times Educational Supplement
hb 0 333 34009 4 £12.50 pb 0 333 34010 8 £4.95

Social Psychology: A Practical Manual

Clyde Breckwell, Hugh Foot and Robin Gilmore
This is a comprehensive practical course in Social Psychology providing a thorough exploration of current central problems

and topics through tried and tested exercises for students. The book gives students practice in using the main research methods and techniques of social psychology to explore many different aspects of social behaviour. Each chapter and exercise in Social Psychology: A Practical Manual describes the theoretical background, the process of data collection and the ways in which results can be discussed.
hb 0 333 34009 4 £12.50 pb 0 333 34010 8 £4.95
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hb 0 333 31806 1 £11.00 pb 0 333 31807 1 £5.95

All these titles are published by Macmillan Press in conjunction with the British Psychological Society. For further information write to Les Digby Fitch, Macmillan Press, Houndmills, Basingstoke, Hants, RG21 2XS, UK.

M

Taming small-town kids

To Raise Myself a Little: The diaries and letters of a Georgia teacher, 1851-1885. By Amelia Akehurst Lines. Edited by Thomas Dyke. University of Georgia Press. 0 8203 0562 6.

So ubiquitous have been the children's books of nineteenth century America that we all have an impression, reinforced continually on the screen, of that little red schoolhouse where the stern schoolma'am with a heart of gold sought to tame those small-town kids. Jennie Lines was one such teacher, about whom nothing is known, but whose diaries and letters happen to have survived.

English-born, she grew up in New York where her father worked in a tannery. Most of her family died of

consumption and she was farmed out among friends in what was then the West, and returned to New York determined to better herself as a teacher. But the spread of the common school system left few openings there so she moved south to Georgia and set up school there in a variety of small towns and even out in the woods where one day "School would have passed off pleasantly today; had not a snake paid us an afternoon visit, which attracted the attention of the children more than their books."

Full of protestant piety, she eventually marries Mr Lines, a newspaper printer but their endless struggle to keep up appearances never lifts them from genteel poverty, two of their three much-loved children die in infancy, and she spends the war

years in Atlanta (like Scarlett O'Hara) in increasing privation. When she first moves South she is appalled by the institution of slavery. Writing of the Negro children playing under the window, she writes, "Poor little creatures; ignorance is bliss to them; for they could not be happy did they fully realize their condition." But she evolves into a bitter anti-abolitionist, seeing her black fellow-citizens as "a necessary evil" because the white population could not survive without them, and in the end observing that "I do despise the race".

Jennie and her diaries reveal a lot about the social history of American education.

Colin Ward

BOOKS

Limitless possibilities, limited actualities

Microcomputers and Children in the Primary School. Edited by Roy Garland. Falmer Press. £10.25 and £5.50.

It is inevitable that any book written about microcomputers at the moment will be out of date before it is published. So although this collection of essays shows many signs of hasty compilation, the book went to press before the Department of Industry announced the details of their offer to primary schools. This particularly affects the opening essay in which Michael Thorne, a computer scientist, offers advice on the purchase of hardware. His well argued case for machines with disk drive has a hollow ring to it in the light of the DoI's unfortunate refusal to include a disk drive system in their offer.

Roy Garland's introduction is a brave attempt to give some semblance of unity to a disparate collection

that is uneven both in content and style. Too many of the contributions are written in the sententious manner common to head teachers. Ruthless editing would have cut out unnecessary duplications and resulted in a more readable book.

Michael Thorne finishes his essay with a plea. "Since the other possibilities of microcomputers in primary schools seem almost limitless, please, no more drill and practice programs." His plea is echoed by a number of other contributors and a few stimulating possibilities are outlined. Roy Garland and Bernard Lane have some interesting ideas on data processing and Barry Holmes describes some work on simulations. But many of the examples given by classroom practitioners are of the drill and practice type. The possibilities may be limitless. The actualities at the moment seem all too limited.

Since Pupert is so much quoted in this book it seems a pity that many of the contributors assume

that children should be taught to program in BASIC and that there are no examples of work done in schools using LOGO, particularly when the DoI have recently put 25 Turtles into schools for an experimental period. Beryl Maxwell's paper *A Term with a Turtle*, published by MEP Chiltern Region, gives more insight into the possibilities of exciting computer work with primary children than any of these contributions.

During the next few years nearly every primary school in the country will be getting at least one computer. They will be used, abused and some may rapidly become disused. If the possibilities that are hinted at in this book are to be realized it is essential that imaginative teachers should be given the time and facilities to work with experienced programmers to produce challenging software.

Christopher Schenk

Chemical starters

Chemistry for You. By W. E. Latham. Hutchinson £2.95. 0 09 1445019

This is the first book in a two part series covering the CSE syllabus. There are, of course, many impressive CSE textbooks available, but few have given serious thought to the language level, most having a reading age of 15 or over. This is fine for above average ability students, and for those of average ability at the end of their course, but would pose serious difficulty to less than average ability pupils, especially at the start of the course; the language would get in the way of the chemistry. Having a reading age of 11, the present book is ideal for such students. The style is lively, humorous at times, the presenta-

tion is good, the material is stimulating, so that the short sentences do not give an impression of monotony.

Topics covered in the first book include burning, acids and salts, metals and the activity series and moles (simply and clearly explained) leaving most of the more conceptually difficult topics (atomic structure, bonding, periodicity, organic, rates) to Book 2. Each section is divided into discrete units, usually a double page, sometimes just a single page, which deal with one topic; several related topics making up a section. There is liberal use of line drawings, photographs and cartoons making the material clear and interesting, especially for the less able. Details of practicals are fully given with extremely helpful diagrams, showing the steps in various techniques (folding filter paper for

example), and incorporating questions to encourage students to think about the practical work. Safety is emphasised; practicals which must be carried out by teachers only are clearly labelled.

The author has taken care to make the topics relevant and interesting. There are various stimulus sections on manufacturing processes, use of chemicals etc that will be fascinating to the pupils (and teachers!) Some questions are given at the end of the book, as is a most helpful glossary.

All teachers of CSE pupils should see this book. It is lively and straightforward, it clearly and simply explains the ideas and would be ideal for moderate ability CSE groups.

C and P M

Three traditions

Integrated Science. By C J Heaman and C T McCarty. Bell and Hyman £3.95. 0 7135 1325 X (Teacher's edition available £4.95)

Aspects of Science Chemistry topics: Metals and Alloys; H_2O ; Chemicals in the Home; Fuels; Useful Gases. Physics topics: Using Electricity; Optics; Speed; Weather; Into Space. Biology topics: Food; Naming Things; How animals Move; Disease; The Senses. Addison Wesley. Pack of five £4.95.

Integrated Science is for third year pupils in secondary schools. The book covers all three traditional branches of science in such a way that a sound foundation is provided for examination courses in the fourth and fifth year. Pupils are assumed to have little formal background in science although certain basic laboratory skills and some basic concepts are expected; a course such as the Nuffield Combined Science course would be a more than adequate introduction.

At the end of the course pupils should be ready to follow either traditional or modern courses, Nuffield Science or SCISP for example. Although it is aimed for a wide ability range some quite demanding topics such as tickers and chemical cells are included, but they could be omitted at the teachers' discretion.

It is clear that the authors have been influenced by the philosophy and ideas of Nuffield and SCISP but the content has been considerably modified in the light of practical experience in schools. The written style is lighthearted and clear, the book is designed to appear attractive to pupils, the material is interesting and relevant. There is a very large number of drawings, diagrams and cartoons, which clarify concepts and make important points in a simple way. Each page or dou-

ble page covers a single lesson. No practical details are given, teachers being expected to give their own full instructions. There is also some written lesson material, which could be used for homework or for a specialist staff covering for an absent colleague. Extra questions and extension material is given. Topics include cells, atoms, water, energy, force and motion. There is a genuine sense of integration, with a progression of ideas and skills. Few better textbooks are available on integrated science at this level, and the book has the great advantage of allowing considerable flexibility for the teacher.

Aspects of Science is a series of booklets which can be used as background readers for topics covered in the first two or three years of a secondary school. They cost about £1 for 16 pages, a little expensive perhaps, since although the cover is bright and glossy, the pages are only black and white. Fifteen booklets are available at present covering a wide range of topics.

A booklet deals with nine aspects of the topic, each having a double or sometimes single page. The content is stimulating and challenging. The written style is clear and lively, the pages are well laid out with liberal use of photographs and diagrams. Each aspect has some questions to test comprehension and understanding, and the last page of each booklet contains further questions and suggestions for project work. A little too open ended perhaps for the students, without further guidance from the teacher.

The booklet *Useful Gases* covers such topics as anaesthetics, natural gas, refrigeration, gas balloons, nitrogen fixation. The other booklets choose similarly interesting material. This is a useful complement to Integrated Science courses, showing the relevance and importance of science in real life.

C and P Mason

Children's literature

Stop-go band

Half a Chance. By Tony Drake. Collins £5.50. 0 00 184301 X. Harold and Bella, Jammy and Me. By Robert Leeson. Hamish Hamilton £4.95. 0 241 10722 9.

With Musical Youth riding high, there could not be a better time for a realistic novel about a school kids' band. And that is what Tony Drake has had a shot at in *Half a Chance*. The Level Heads are a nicely selected group: a black (ish) scamp on bass, a suburban stylist on lead, and the token girl (pleasantly) is the drummer, not the singer. We follow them through the ecstasies and frustrations of their journey towards their first real gig for real money.

Not so fine is the unsophisticated narrative stance, wavering about from one viewpoint to another, with liberal doses of a rather plodding authorial presence. Major characters have a liveliness but little depth: minor characters are a series of misused opportunities. (With so many invented a bore?) And the baddies are pure cardboard. The plot is stop-go: a guitar is stolen. The guitar is recovered. Um. Now what? Ah, yes. Sean Dallimore and his gang cause trouble at the school disco. And so on. Details are worrying too: what sort of bass player plays chords these days? And what sort of band are they trying to be exactly? Any new band has to espouse, or define itself against, one of a variety of well-recognized styles: heavy metal, reggae, jazz-funk, Old Mod Revivalist, etc. Does Tony Drake skate over this to avoid the problem of

dating, or because he just doesn't know enough about it? And what has happened to the random violence, the quixotic idealism, the bitter internal conflicts, the cynical riffs, the puns full of 14-year-old ekies, the savage competition, the bizarre contradictions of the teenage music world? The Level Heads inhabit a cosier scene than the bands I know.

However, *Half a Chance* is a likeable and unpretentious novel which will give a good deal of pleasure, particularly to those a year or two too young to know what the business is really like.

The Robert Leeson is not new, but newly emerging into the respectability of hardback. It is excellent. Set around 1950, it is a series of stories about the doings of a junior school gang, each story centred on a different character. The stories are robust, funny, and touching, many of them with splendidly unexpected punchlines. The detail is superbly accurate: 'Bella used to have her hair pinned back so tight it pulled her eye brow up'. The first person narrative is simple and strong: 'Harold was a show off. Whatever you knew, he knew better. Whatever you had, he knew better. And he could always win the argument by thumping you, because he was bigger.' I think what we might have here is one of those rare, copper-bottomed, wide age-range winners, to go on the Footprint Shelf with Bill Naughton's *The Galkappa's Revenge* and Michael Baldwin's *Granddad With Sticks*. Yes, buy the hardback. You might read the paperback to shreds.

Andrew Davies

SCIENCE BOOKS

Begin with atoms

Pat Mason on A level chemistry

Modern Physical Chemistry. By G F Liptrot, J J Thompson and G R Walker. Bell and Hyman £6.95 0 7134 2231 3. Principles of Physical Chemistry. By P W Atkins and M J Chugson. Pitman £4.95 0 273 01774 8. Problem Solving in Chemistry. By M Selvaratnam and M J Frazer. Heinemann £4.95 0 435 65247 5. Calculations for A level Chemistry. By E N Ramsden. Stanley Thornes £3.85 0 85950 309 7. Questions and Solutions for A level Chemistry by Peter Brown. Questions 0 7131 0578 X Solutions 0 7131 0579 8. Edward Arnold £2.50 each. Worked Examples in Essential Organic Chemistry. By A P Ryles, K Smith and R S Ward. John Wiley £11.00 471 27972 £4.50 471 27975 7.

Although there are many recommended A level texts, there has been a dearth of physical chemistry books which are clearly geared to the needs of the more modern syllabuses. Publishers must be aware of this, for these books are clearly aimed to fill gaps in the market.

Modern Physical Chemistry is a long-awaited volume completing coverage of the A level syllabus. The format, print style, impressive layout and excellent diagrams, in blue and black, and quality of questions, are as for its companion volumes (Liptrot, Norman and Waddington), and give the book a consistent style with a most pleasing, uncluttered appearance. There is an introductory chapter on the nature and importance of physical chemistry, followed by four major sections: structure (200 pages), energetics (40 pages) equilibrium

(170 pages) and kinetics (30 pages). The approach is modern, emphasizing concepts, but being very full factually, and deals with most "new" topics: spectroscopy, molar heat capacity, quantum theory, for example, going a little beyond what is required at A level, and omits only a few topics, like colloids, which are rarely included in exam syllabuses at present. Practical details are not included, but various crucial experiments and their methods of calculation are fully described in their modern form, relative molecular mass being determined by a syringe method, Dumas/Victor Meyer not being mentioned. Explanation is very clear, rather full perhaps, but readable and with emphasis on relevance and use. My major criticism is the substantial overlap with Liptrot's *Inorganic Chemistry*. Certainly it is worthy to take its place alongside the others in the series as being outstanding texts in their field. If the other volumes appealed to you, then this one most certainly will.

Whereas Liptrot et al offer an outstanding text on traditional lines, Atkins and Chugson represents a new approach. It has developed from Dr Atkins' University text, but is in no way a watering down, rather a careful logical reworking of ideas to satisfy the needs of present modern courses and those of recent years. It avoids the historical approach, treating topics from a present state of knowledge. There is a very strong sense of unity, interrelationships between topics are clearly revealed, the general principles and concepts are used repeatedly, with little emphasis on maths, so that non-mathematical students do not become discouraged. Chapters

fall into short largely independent sequences. Atoms are the starting points, their properties are investigated, periodicity, bonding, collections of particles (gas, liquid, solid) and then transitions between them, and so on. Each chapter presents an introductory summary, the concepts are presented in ideas developed with a very large number of clear imaginative diagrams. Boxes are included showing examples of calculation and the historical and social aspects of chemistry, so that the relevance of the topic is perceived, but clearly these boxes could be omitted while reading. Finally each chapter has a summary, a list of about 15 two or three line statements, ideal for revision. There is an excellent range of questions, about 18 per chapter, drawn from recent A level papers. The written style is pleasant, and "inviting", clear and lucid, although some of the pages appear rather overfull. In all ways this is a most impressive book, less detailed than Liptrot, but with a greater sense of unity and emphasis on principle.

Books on chemistry calculations have fallen out of fashion in recent years, perhaps because the new syllabuses are less mathematical. However, the following deal with modern calculations, as found in recent exam papers, each tackling them from different points of view. *Problem Solving in Chemistry*, aimed at both A level and first year university students, to help solve calculations, as opposed to other types of problems, by the use of a standard approach. The first chapter deals with the philosophy, explaining the five steps applicable to any calculation: clarification and defini-

tion of the problem, selection of the key equation, collection of data, checking units and calculation, and a review/check/learn. The second chapter simply explains the basic mathematics necessary at this level. The further ten chapters deal with different topics, applying the standard method to a wide range of calculation. Additional exercises are given. The appendix gives "26 key equations (some above A level) sufficient to solve all problems at this level". Students may well find the system (and the book) invaluable, and it will undoubtedly stimulate teachers to improve their teaching in the difficult area of calculations.

Calculations in A Level Chemistry covers similar ground, and is perhaps more wide ranging, but gives little emphasis to process, rather dealing in detail with virtually all the types of problems encountered at this level. After a brief and slightly formal introductory chapter on maths (including graphs, use of calculators, and estimation) chapters cover all the key areas of chemistry, from entropy to cryoscopy, from mass spectroscopy to Henry's Law. Over 50 types of calculation are distinguished, discussed, described and worked examples shown, followed by a series of graded exercises. Sections are included of recent A level questions from a wide range of boards. Teachers will find it a storehouse of information; students will find it gives them mastery over all types of calculation.

Most books of structured questions at A level contain stimulus questions, using novel situations or unusual chemicals and asking questions on them. Peter Brown has

adopted a different approach producing questions which match very closely those asked in public examinations. The author has attempted, on the whole successfully, to test acquisition of principles, although many questions test recall, and a few test higher skills. The 130 sets of questions cover the whole range of most syllabuses. Questions are of different length; to aim for uniformity would have been inappropriate. They are ideal for measuring achievement for pupils (and teachers) as well as for reinforcement or discussion. The solution book gives full answers and mark schemes, a few of which are questionable, but offer a reliable guide. They should prove very useful, as class sets for homework and tests, and for individual students working with both volumes for understanding of chemistry and expertise at answering this popular style of exam question.

Worked Examples in Essential Organic Chemistry is a collection of problems and solutions produced as a companion to *Essential Organic Chemistry for Students of Life Science*, a first year university text. Many of the topics are outside the A level syllabus and questions test greater depth than in appropriate at that level. The questions are designed to reinforce basic principles and allow self assessment. Answers will full explanation are given for each section. Some sections would be valuable to A level students and it would undoubtedly be useful for teachers, but its aim to assist HE students who work conscientiously through the book gaining considerable expertise and understanding, and in that it succeeds admirably.

Physics updated

Physics. By T Duncan. Murray £5.50. 0 7195 3889 0. Study Topics in Physics: Revision and Workbook. By W Bolton. Butterworth £3.95. 0 408 10829 0.

In any overhaul of a 106 text books on physics, it might be anticipated that sections on electronics would show the greatest changes. So it is with Mr Duncan's work which neatly incorporates the texts of two earlier books which have proved highly acceptable in schools.

The two books, *Advanced Physics: Materials and Mechanics*, and *Advanced Physics: Fields, Waves and Atoms*, first appeared some nine and seven years ago. The present reviewer then felt that the author had been "successful in formulating a new treatment of A level work, taking into account the new syllabuses and trends" and commended the presentation of numerical data with significant figures and degrees of accuracy being properly used. Its lucid text and effective illustrations made the whole appear to be fully sufficient for its purpose. All this could stand, without amendment, in respect of the present volume. Just a little elaboration is perhaps desirable. A bare decade ago, the computer was not so dominant as now in technology, business or education, and chips with everything was merely a new catch phrase.

Expansion of such sections as those on logic gates or the properties of silicon would therefore predictably be needed. The new versions of these pages represent a distinct advance, not only in content. A further benefit is a re-setting of the text in a two-volume format to produce a pleasing lay-out.

Clear printing and an attractive page are features also of Mr Bolton's work book and revision guide. Notes on the major constituents of A level physics courses are supplemented by worked examples and an abundant selection of examination questions with hints and answers.

The workbook can be used in conjunction with the Study Topics in Physics series (the sections are arranged in a corresponding sequence) or independently, either in class or for individual revision.

F. W. Kellaway

Chemical exercises

Understanding Essential Chemistry. Comprehension exercises for O Level. By D Southam. Collins £1.25. 0 30 327753 4.

This book seems designed to develop in students a broader understanding of some aspects of an O level chemistry course. It contains 40 "comprehension exercises", each of which consist of a passage of about half a page, followed by up to 11 questions. Most passages are accompanied by good quality photographs or drawings. About 10 of the passages are on "everyday" aspects - pollution, paper making etc., with 10 more on "further chemistry" - either going into more detail on O level topics like reactivity series, or forging a link between O and A level work, for example, ionization

energies. Some other passages deal with analytical techniques, the heavy chemical industry and biochemical aspects, for example drugs, insecticides.

The passages make interesting reading, although some of the language used would tax the weaker students. The questions are clear and concise, and usually require answers of one or two sentences. The questions often probe knowledge of underlying principles, not directly discussed in the text but necessary for a full understanding of it, and the intention seems to be to encourage students to apply their knowledge. "Good" O level, and perhaps first year A level students, would benefit from these exercises; weaker students may find them very difficult.

Lynne Marjoram

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Editor: STEUART KELLINGTON

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SCIENCE BOOKS

Up in the clouds

Discovering the Weather
Longman £6.95, 582 39103 2

This latest addition to the "Discovering" series has an intriguing history, which explains why it is the only book in the series which does not display an author's name on the jacket. Some time ago, the publishers Trewin Copplestone, who put the series together, approached me to write this very book, but for various reasons I was unable to help, and recommended to them Peter Wright, formerly a member of the Climatic Research Unit at the University of East Anglia. After his text was written, Trewin Copplestone went through the trauma of going bust and being absorbed into a larger organization, partly as a result of which the author's text was sent to another writer and re-written in a completely different form. Peter Wright was sufficiently displeased by the result to insist that his name be removed from the book, and he is

credited now simply as "the main contributor". Any prospective purchaser should take note of this cautionary tale, for a book disowned by the original author is unlikely to be more than a flawed diamond, at best. But in my view *Discovering Weather* is, in spite of its difficult birth, a worthy addition to the existing titles (on astronomy, botany, archaeology, the sea, energy and computers) in the series. The transatlantic style jars in places, and I am always annoyed by the use of the term "last thousand years" to describe the past millennium. There is no evidence yet that climatic history will end tomorrow! *Discovering Weather* is less authoritative than its predecessors, more expensive, but produced to the same high standard of appearance and likely to prove, in spite of Peter Wright's misgivings, valuable and informative for the intended audience of 11 to 14-year-olds.

John Gribbin

Under the sea

Marine Geology. By James P. Kennett.
Prentice-Hall £26.20, 0 13 556936 2.

It has been said that the science of oceanography is expanding so fast that half the words printed about it are out of date before the ink is dry. Certainly the last quarter of a century, since about the International Geophysical Year 1957, has seen a new look at "classical" geology and, one might say, the birth of marine geology. This splendid synthesis is

therefore an essential book for anyone interested in the subject. There is no facet of this young science not covered or referred to; 36 pages of references speak for themselves. The scientifically informed layman should not be put off by the fact that it is primarily intended for undergraduate or graduate level; commendably free from jargon, it is fascinating reading. An indispensable addition to any scientific library.

R C Vernon

New Edition

Foundation Chemistry

Bob McDuell

Originally written as a text for students of a Nuffield-type CSE course, *Foundation Chemistry* has become extremely popular with both traditional and modern O-level classes, and a new edition has been produced to match the needs of such courses more closely. The scope of the contents has been extended to make the book even more appropriate for both O-level and non-Nuffield courses. The text has been thoroughly up-dated and includes an enlarged section on atomic structure and new sections on metals and sulphur.

The aims and structure of this second edition are closely related to those of the first. *Foundation Chemistry* is aimed at students who find the subject difficult. The text has been kept to a minimum and tables and illustrations are used effectively. Each chapter ends with useful sets of questions from recent O-level and CSE examinations.

The author is confident that this up-dated version of *Foundation Chemistry* will match the requirements of a Chemistry course at 16+ in the 1980s.

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Testing, testing

Objective Tests in O level Chemistry. By Derek Stebbens.
Heinemann £2.50, 435 6444 6
Objective Test Questions in O Level Chemistry. By Robin Wandle.
Stanley Thornes £1.95, 859 50 341 0
Worked Examples and Problems in Ordinary Level Chemistry. By A. Holderness and J. Lambert (third edition).
Heinemann £1.60, 435 6442 9

Derek Stebbens' book contains 16 tests, 14 on specific topics closely related to those in the Nuffield publications, for example, "Moles" and "Electrochemistry", and two tests which cover "All Topics". All but the last test contain 30 questions. An unusual feature is that all the questions are taken from past multiple choice papers of the Nuffield and London O level chemistry examinations. Most of the tests contain all five types of multiple-choice questions are taken from past multiple choice papers of the Nuffield and London O level chemistry examinations. Most of the tests contain all five types of multiple-choice questions are taken from past multiple choice papers of the Nuffield and London O level chemistry examinations.

The book also contains paragraph-long discussions of the answers to each question, with an outline of underlying principles and

clear and concise explanations of why a particular key is the correct answer. Further thought-provoking questions and ideas for experiments are sometimes included in these discussions, so there is more help and guidance over difficulties than is usually found in question books. The layout of the text is good, if rather cramped at times. This is an extremely valuable addition to the range of available O level chemistry books.

Unfortunately, the same cannot be said of Robin Wandle's book. This contains 22 tests, 17 on specific topics, each having 25 questions, and five "Revision" tests of 40 questions each. Of the topic tests, seven are on basic principles, two on calculations, six on inorganic chemistry, and two on organic chemistry. There are three types of question in each test: multiple-choice, multiple completion (with three possible answers) and assertion-reason. A novel idea is to have the instructions for answering on a separate card, which shortens each test, but may cause problems if some cards are lost. The answers are available separately in a free booklet from the publishers.

The vocabulary used is often more complex than necessary - substances are "introduced into a Bunsen flame", the sentence structure is sometimes - rather unwieldy and some of the provided responses are rather long for this type of question. Many of the questions seem to be very difficult for students at this level.

The author claims that the tests may be used for "diagnosing points of weakness" but there is no specific information about exactly what "points" are being tested in a question, and so any diagnosis is entirely the responsibility of the teacher.

Lynne Marjoram

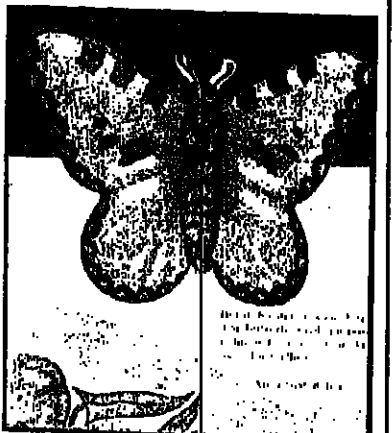
Begining biology

A First Biology Course. By P T Bunyan.
Stanley Thornes £2.25, 0 85950 339 9
Class Experiments in Biology. By D C Mackean, C J Worsley and P C Worsley.
John Murray. Pupil's Book £1.50 0 7195 3852 1, Teacher's Book £3.25, 0 7195 3853 X

Bunyan's work is a primer which assumes no previous study of the subject. Therefore, unnecessary terminology is avoided, but simple explanations of obligatory scientific words are provided. Because the book is intended as an introduction to be read by the pupils, the information presented is limited, though in toto it provides some breadth of knowledge. Sexual processes in plants and animals are covered by two chapters and a short clear account of human reproduction, including copulation, is given. This is not a pick and mix book. Its chapters should be absorbed sequentially and many simple experiments, questions, crosswords and other puzzles provide the sort of variety necessary to hold the interest of the 11 to 14 age group. To sum up, a manageable amount of information is presented clearly and logically with good diagrams.

Class Experiments is a potential work saver for teachers. Most will agree that the filing cabinet in all biology prep rooms should contain a good collection of proven class experiments. If yours doesn't, here is a start. If it does, to purchase may still be worth while.

The books contain 40 of the simplest, well tried, controlled experiments from Mackean's *Experimental Work in Biology* series. This collection is intended to cover various areas of CSE and O level Biology syllabuses, but no general instructions for the use of equipment or



Butterflies and Frogs are the first in Heinemann's Natural Pop-Ups series (£2.95 each) an attractive way to absorb natural history. A good deal of information has been included, some of it in a panel at the back of the book in a different type face so that children can choose when to go on from enjoying the pop-ups to learning in detail.

the performance of field work are provided. In the pupil's text, each experiment has a title, a list of apparatus required, directions and a work sheet summary. The teacher's book is essential. In addition to the information given in the pupil's version, it contains brief outlines of the experiments, details of any prior knowledge required to do them and notes on the advance preparation of the materials. The full worksheets and answers are included in the teacher's book only and the publishers have granted a copyright concession so that "Individual teachers may make multiple copies of the worksheets only, and for use only in their own school or institution, without prior permission from the publishers."

Peter J Baron

Old friends

Biology, A functional Approach. (Third edition) By M B V Roberts.
Nelson £9.50, 0 17 448015 6
Biology: A Modern Introduction. (Second edition) By B S Beckett.
Oxford £3.75, 0 19 914088 X

If the evidence for popularity lies in repeated and further editions, these two books are shuffling up well.

Though Robert's *Advanced level* text was revised in 1975, progress in the 11 years which have passed since the first edition has obliged him to make changes in the subject areas covered. Thus, he has now included, alongside Danieli and Dawson's classic, a description of the fluid-mosaic of the cell membrane. Also, there are short new sections on allosteric enzymes and genetic engineering. A terminology relating to genetics has been improved and the sections on active transport and membrane carriers have been updated. In line with other modern work, there is also new material on C4 plants, food chains and plant hormones.

Beckett's book is intended for Ordinary level candidates and is therefore less complex. Even so, it has been necessary to alter the text to embrace the recent changes in the scientific point of view and syllabus contents. While the original integrated approach is maintained, chapter 7 has been altered to include new material on osmosis, water and mineral transport in plants. In the chapter on evolution there is a new section dealing with scientific criticism of Darwin's ideas, the possibility of evolutionary "jumps" and current views on the plausibility of Lamarckism. In this new edition the illustrations have been improved by the inclusion of new photographs and drawings. After this, it is regrettable to note that readers of this *Biology* will still learn from it that peptidomorphs have "a thick enzyme-resistant cuticle".

PJB

Unravelling racism

by Gillian Klein

Race Relations Teaching Pack. Compiled by David Ruddell and Mal Phillips-Bell.
From AFFOR. (All Faiths For One Race) 173, Loxells Road, Birmingham B19 1RN. £4.99 + £1 p&p.
Recognising Racism: a filmstrip/slide and cassette presentation for racism awareness training.
Produced by Michael Simpson.
City of Birmingham Education Dept. 1982.

From The Multicultural Support Service, The Bordesley Centre, Camp Hill, Stratford Road, Birmingham B11 1AR. Slides £8.95 or Filmstrip £6.75 (inc. p&p).

The *Race Relations Teaching Pack* was originally devised for Fourth and Fifth year mixed ability students doing a core Social Education course at a Birmingham school. The 12 lessons were constantly tested and modified; the material was designed also to enable staff "who would not normally be able to teach about race relations, to cope".

AFFOR reports that the material has had a profound effect on some of the teachers who taught the unit, developing in them anti-racist views and encouraging them to repeat the course the following year. (Apparently the students like it too). Because of the positive responses and because other schools are asking for the lesson plans, it was decided to publish. The difficulties, as I perceive them, come when the course is tackled in schools which do not have the same trust between teachers and pupils as pertained in the host school, where the staff may be very different and the staff less generally alerted to the issues.

Carefully conceived and tightly structured lessons - which these are - do not guarantee that any teacher can stand up and "teach" a particular topic, and race relations is a field in which this must be especially true. Lesson 3 on immigration for example aims to transmit some of the types of difficulties encountered by immigrants, especially those of racial or cultural stereotyping. The lesson gives a vocabulary: "stereotype, Aussie, Pomm" etc; a copy of a virulently anti-British article from the *Sydney Star* (which I could hardly believe was genuine) and invites pupils, so prepared, to discuss for 15 minutes the stereotyped views may have of "foreigners coming into the U.K.". After

which, our moderately able pupils could, as homework, prepare an essay on "Should all immigration to Britain be stopped immediately?"

By Lesson 10, *United We Stand*, the aim is to give teachers a framework in which "popular prejudices, however racist and unpleasant" can be "brought to the surface and aired". By the last lesson (no. 12), we should be able to "elicit from the pupils a commitment to anti-racism and develop in them the knowledge and ability to act against racism". Teachers who doubt whether this steady progression can be guaranteed by even this careful programme, may still find the lessons, the reading suggestions and even the slight teachers' notes helpful, and may want to adapt the material for an in-depth approach. If so, they might start with the excellent short story by Farukh Dhoty that is included, called "Kiss me, Carol". And read for themselves Lawrence Stenhouse's last book: *Teaching about Race Relations* (Routledge).

Recognising Racism is on rather safer ground. As a tool for INSET for teachers, it can certainly be recommended. The unravelling and exposing of racism, especially the less obvious kinds - institutional and unintentional racism - is done in a skilled, sensitive and sophisticated way, using the medium of the individual frame to build steadily and illustrate clearly each argument. David Ruddell acknowledges his debt to Patricia Bidol and her filmstrip *From Racism to Pluralism*. Though it may have been better if he hadn't emulated her ice-cream analogy, he illustrates prejudice in terms of a lad who likes chips, but not green vegetables "even though he refuses to try them".

But the overall approach is sound, and the clarity of text complemented by a clarity of text and sharp definition of the well-chosen visual images. Extracts in the accompanying booklet from relevant resources, will further extend teachers' knowledge and understanding. The implications for the classroom (e.g. the excellent diagram of teacher expectations and their effect on black pupils) and the suggested approaches - away from "helping" and towards "sharing" - are clear.

* BIDOL, P: *From Racism to Pluralism* (Filmstrip). Council for Interracial Books for Children, 1841 Broadway, New York, NY 10023, U.S.

Musical collection

by Andrew Pegg

A History of Music, 1480-1945
Musick's Feast
by Anthony Rooley
A Pearl Distorted
by Christopher Hogwood and Michael Oliver
Sonata and the Creative Ideal
by Alan Hacker
Expression and Extravagance
by Norman Del Mar and John Amis
Reaction and Revolution
by Wilfred Mellers
Sussex Publications Ltd.
Cassettes M3, M4, M5, M6, M7
£8.00 + VAT each

Sussex Publications have adopted something of a "no nonsense" approach to their History of Music series. The five cassettes are clearly meant to be self-contained units, and come with no more documentary back-up than can be printed on a cassette box sleeve - a couple of sentences about the contents (not always strictly accurate), and a list of the musical examples. Each cassette contains about an hour of material relating to Renaissance, Baroque, Classical, Romantic and Modern (1900-1945) music.

The presenters are all recognized authorities in their own areas and have, with varying degrees of success, tried to present the music in a historical context, in terms appropriate to the interested amateur.

Though doubtless also intended for the student (well-briefed O level candidates could cope), the production model for the series seems to have been the radio talk rather than the illustrated lecture. Radio talks, however, can afford to be anecdotal and ephemeral, but not material designed for possible repeated listening and deeper study.

Musick's Feast covers 120 years, from 1480 to 1600, examining the influence of the Flemish School throughout Europe and concentrating particularly on developments in England. The field is vast, and in a sense, Rooley rather exposes the gaps by trying to cover everything. With so many short pieces available, it has been possible to include a large number of complete performances, often difficult to track down elsewhere, but there is no mention of the keyboard and only one isolated inclusion of a wind instrument.

The preponderance of strings and voices (doubtless reflecting Rooley's own career as a lutenist) should perhaps have been subject to more stringent editorial control. Elements of a whistle-stop tour can hardly be avoided in such a wide field, but Rooley's delivery tends to be rather bland.

Hogwood and Oliver are more

RESOURCES

Roads to Auschwitz

Paul Flather on an exhibition and pack

Holocaust. 1. an offering of the whole of which is burnt 2. complete destruction of people or animals by fire 3. great or widespread destruction.

Nothing ever seen on this planet - at least within recorded history - can match the horror of the Holocaust perpetrated by the Nazis. It is sometimes easy to underestimate the extent of the Holocaust - six million Jews murdered simply because they were Jews and did not fit in the Thousand Year Reich.

It happened just 40 years ago, in a "civilized" Western nation, a country whose culture shared many of the same roots as ours. And it happened in front of our very eyes. British authorities preferred to wear an eye patch than admit the truth of the concentration camps. *Pathé* News reports for example were heavily censored.

There can hardly be more important questions this century. The trouble is that these questions, which devastated two generations, now seem a little remote. Remoteness has even created a new industry of fiction, re-writing history; for example the "historian" David Irving purported to show that Hitler never knew about the death camps. In the face of apathy and worse it must be the concern of every generation to inform the next, few anyone forgets. Parents and above all teachers can bring home the horror of the Holocaust.

To help next month a major exhibition of the Holocaust opens in the East End, London. It will record the build-up to Hitler's Final Solution, and using momentous and drawings of prisoners, the story of Auschwitz in particular.

The exhibition will show that the Holocaust was an event unique in size and savagery - a crime of genocide (a word invented to describe the full horror), an attempt to liquidate European Jewry, its culture and traditions.

Why teach it? An extremely useful teachers' pack of materials to accompany the exhibition gives some reasons. It is a record of amazing courage, of a people fighting and surviving against great odds. It shows the vital need for active links between races and creeds. Finally, it shows the need to understand the causes, and to fight similar



poisonous philosophies.

The pack contains some 70 sheets many with illustrations, an extensive bibliography. In fact sheets on a range of topics including the rise of the Nazis, the roots of anti-Semitism through history, how the Nazis legitimized racism, the scapegoat, stereotypes, Nazis and young people, Auschwitz, the silence of the church, and the new Nazis, and also 13 extracts of poems and plays, including pieces by Edward Bond and Brecht, a report on immigrants in Britain today under the title "They sell cheaper and they live very odd", and an eye-witness account of the battle of Cable Street.

Much is not widely known. Did you know, for example, that the Nazis envisaged removing 85 per cent of Poles to Latin America or Western Siberia to make more space for the master race; that nearly 200,000 blue-eyed fair-haired Polish children were kidnapped; German foster parents to help breed the master race; or that Hitler said women were not to go to university?

The pack also contains questions for further discussion. For example: have you ever had a scapegoat in your class in school? Or, more conventionally, list as many groups as you can who have been made scapegoats. Or, how do you feel about mixed marriages? Or, do you feel all women should have children? Or, have you ever persecuted others? Or, if bad laws are made, should people resist them?

Naturally the pack skates over some aspects. But it is set in simple language, and thanks to generous sponsorship, excellent value, available for just £1 plus postage, with Martin Gilbert's book of maps and photographs on the Holocaust in-

cluded. The exhibition will include items never before seen in Britain. It should be a major event, and a useful opportunity to teach a difficult subject. Two preview days for teachers have been arranged.

The labelling of the Israelis as the "new" fascists shows just how important it is to keep the Holocaust in perspective. Indeed how can anyone understand the creation of modern Israel and the Middle East problem without knowing the real extent of the Holocaust. But perhaps the final word should come from an Edward Bond poem in the teachers' pack:

"If Auschwitz had been in Hampshire
There would have been Englishmen to guard it
To administer records
Work the gas ovens
And keep silent
The smoke would have travelled
over these green hills.

DETAILS: *Auschwitz Exhibition* February 24 to March 31 at St George's in the East Church, Cannon Street Road, London E1. 10-6 pm weekdays (until 5pm Wednesdays), 12.30-6 pm Sundays. Teachers' preview February 17/18. Mornings mainly reserved for school bookings; suggested maximum 30, tours with guides last about one hour, also video while waiting, and rooms available for short use after tour. By arrangement only. Guides will include survivors from camps, some local East Enders, and the curator and two guides from the Auschwitz Museum, who are also available for talks and visits.

Auschwitz - Yesterday's Racism - pack of teachers' materials, price £1 plus 95p post and package. All from London Auschwitz Education Committee, PO Box 248, London E1 5BN, telephone 01-481 8251.



From "Wildlife in Towns" a pack from the Royal Society for Nature Conservation, the Nature Conservancy Council and the Council for Environmental Conservation. It includes a teacher's guide, a full colour poster and a broadsheet. The teachers guide suggests approaches to the study of urban wildlife. It costs £1.75 including postage. The broadsheet which is free with a large SAE from the CEC (Zoological Gardens, Regents Park, London NW1) takes a light-hearted look at the ways in which animals and plants have infiltrated man's defences. The three items together cost £2.95 including postage from the RSCN (The Green, Nettleham, Lincoln LN2).

MEDIA

Wordy response

Brian Hill on language series

The only completely new series on the language teaching scene this term is *Hallo! Wie geht's?* (Thursdays 10.30, VHF 4). It is designed as a follow-on to the beginners' series *Hör Doch Mal Zu* and will probably be of most use in the second year of German. Like its predecessor, a distinctive feature is the strict limiting of the vocabulary, as a specific answer to the often repeated criticism that radio programmes are too difficult for their target audiences.

In this case the number of words used is set at 1200, all either occurring in the most common courses (and hours of painstaking work went into establishing which) or based on words which Goethe Institute research defines as crucial for basic communicative language. A list of these words in alphabetical order is available from the Language Centre, Brighton Polytechnic, Palmer, Brighton, price £1.00, including postage.

A further feature is that the programmes have been given a modular format, which means they can be used for different purposes and makes them particularly appropriate for mixed-ability teaching. Some sections encourage listening skills, others can be adapted for stimulating spoken responses and for practising functional vocabulary. A transcript of the programmes with ideas on how to exploit them is available from the same source as the word-list, price £1.05.

Teachers are increasingly interested in using authentic material - defined here as material recorded in Germany using "real" German, and each programme includes such material. One advantage is the freshness and the variety of voices, though this brings with it inevitable problems of pace of delivery, background noise and difficulty of language (some words outside the specified 1200 creep into the authentic section).

The inclusion of authentic material at such a low level is something of a gamble and its success will depend largely on how teachers use it. Gist comprehension exercises with multiple choice questions and true/false statements will be more appropriate than the practice of active oral skills. Programme one sets the trend with a Munchener talking about his town and the following programmes feature Kiel, Hamburg (Yes, he does say "ich bin ein Hamburger"), Braunschweig, Cologne, Frankfurt, Mainz, Nürnberg and Baden-Baden. The idea is to give a brief word portrait of some of Germany's major cities, as seen through the eyes of their own inhabitants.

Scripted material

In the main body of the programmes most of the material is scripted and dramatized, though producer Al Wolff has gone to considerable lengths to see that the topics are not trivial soap operas. Thus, pedestrian precincts, post-offices, identity cards are to the fore in programme 1, "In der Stadt", and similar down-to-earth words occur all over the place in subsequent programmes with titles such as "Zu Mittag", "Abends" or "Wann haben wir Ferien".

During the spring term there are new programmes within the familiar series *Voix de France* (Mondays 11.20 VHF 4). The term starts with "La Femme en France" based on actual recordings in which a variety of women explain something about their life styles, presented in a palatable magazine format. It includes an evangelizing interview on the joys of natural childbirth, "L'Affaire Fampiemoussie" is a spoof spy story complete with drama and intrigue and this is followed by more actuality programmes including a re-look at 1982, immigrants in France and what it's like to be a journalist.

Programme 8 is radiovision, but with a difference. The filmstrip on Auvergne is the same one used earlier in *Horizon*, now given an entirely new, simplified commentary which takes into consideration comments made by teachers. The term ends with two programmes on transport in France, one through the eyes of drivers and the other of travellers.

Key element

Salut les Jeunes (Wednesdays 10.30 VHF 4) is not a language course, functional or otherwise. It is a modular resource, meant to be tape-recorded and used in a variety of situations, as key element in a multi-media approach or for occasional bouts of directed listening. Each programme is divided into two distinct levels, linked by theme. The language of both is carefully controlled, but the second half is consciously more difficult than the first.

Both levels have a sketch introduced by two presenters who put questions on it to listeners. After each question, the word "répondez" signals the point at which the programme hands over to the classroom teacher, a standard enough device, but only possible where the programme is designed as a resource. The sketches are built on the present indicative and the perfect tenses with only occasional forays into other tenses and then only for "états" or "vérités".

Programme one follows an English student looking with some difficulty for his hotel and then meeting some acquaintances introduced by his girlfriend. Subsequent programmes go into the country to sample their city jobs. The dentist and his girlfriend are then followed through a number of situations including scrapes with the police, visits to radio studios, the opening of a *restaurant à la clochette* and frolics on the *plages*. Notes for this series, containing lots of ideas for exploitation, were written by the author Madeleine Le Cunff, together with producer Tony Staples and BBC education officer Anthony Barley (price 85p).

Although already transmitted en bloc, the series for level IV, *La France Aujourd'hui* is envisaged for use this term. Anybody who missed the broadcasts can obtain them legally from Theatre Projects Ltd., 11-13 Neals Yard, Monmouth Street, London WC2H 9DP.

One of the best programmes in this series is the radiovision portrait of Corsica - the first time the island has featured in educational broadcasts. Programmes 6-9 are also innovative in that they deal with a work situation which could also be of use to teachers of "Business French". Topics here include two teenagers trying to get work, a comparison between office and factory jobs in France, the life of a sales rep and a strike! The final programme of the term contains a selection of aural comprehension passages geared to CSE.

From Continuing Education the only new programmes in the next three months are in the *Buongiorno Italia* series. During last term it became clear that this is really two series. On radio is the carefully integrated step-by-step build up of a language course for beginners who actually want to learn the language (Sundays 17.00, Wednesdays 23.00 VHF 4). On television are attractively filmed programmes which give language practice to intermediate learners and act as a visual taster for anybody wanting to visit some of Italy's attractive towns (Sundays 10.55, Saturday evening BBC2). The television programmes in themselves are not suitable for absolute beginners in the language, but when used in class, together with the radio, they can help teachers who want linked material at two levels for mixed ability teaching.



'Recipes for being a woman'

Frances Farrer on women's magazines

CONTINUING EDUCATION
Inside Women's Magazines
BBC1. Five programmes. January 3-7 inclusive, 6.30 p.m.

Women's magazines, a fascinating and topical subject, were thought only a few years ago to be so trivial as not to merit research money. Dr Cynthia White found this when asking for a grant to write a book. But the book was written and now here is the television series, oddly scheduled throughout one week at 6.30 p.m. "when the little woman can watch", as the producer put it.

The first three programmes deal with the history of women's magazines, almost in the style of formal, illustrated lectures. We discover that the woman's magazine is around 300 years old and began as a means of conveying intellectual ideas in the areas of maths, science and literature to the upper classes. There was also something called "right and proper behaviour" and "promoting public welfare". There were notes on how to "hook your fish" - i.e. catch your man.

And there, right from the start, was the paradox. The maths, science and literature, high-minded as they undoubtedly were, were put there solely to provide the intelligent upper class woman with dinner party conversation and/or with the means of teaching her children.

Paper patterns, recipes, fiction, and fashion plates followed soon and women's magazines moved downmarket with a formula that has scarcely changed since. Intrinsic to the information is a set of directives about attitudes and lifestyles.

Tyne Tees are doing some good programmes for children and young people, and Madabout is the latest of them. It is introduced by Matthew Kelly (right with some guests) who is a sympathetic interviewer of adults and children, and who joins in sportingly with all kinds of activity from stunt motor cycle riding with a children's team to Aikido and ballroom dancing for the under-tens. Children are shown in almost all the activities and the programmes have pace, energy and a lot of humour. It seems rather a pity to have fallen into the trap of having to have a guest celebrity each week, though some, such as Jon Pertwee, have a serious interest to talk about. Mr Pertwee is a motorcyclist and supports the amazing Imps team - a group of children who talk unconcernedly about the number of broken limbs they have sustained falling off motor bikes. But the great pitfall of a series of this kind, that of letting the "personality" introduce the shows take over to the exclusion of everyone who appears on them, has been mercifully avoided. Madabout makes interesting viewing for people of many different ages. It goes out on the ITV network at 4.20 pm on Thursday. The first series has 13 programmes.

however. The question begged by *Inside Women's Magazines* is whether these are being described or prescribed.

Another question: why do such publications exist at all? Cookery, knitting and other craft work can be learned from books, just as car maintenance can. The skills that are traditionally ascribed to men are not taught in packages that also contain information on "appropriate" behaviour.

In programmes four, 300 years on, the launch of the magazine *Options* shows the same combination of objectives. Its editor says that the magazine is showing that women don't have to try to be Superwoman - that impossible, unattainable 70's ideal who ran an advertising agency, looked after the emotional welfare of self, husband and three gifted children, was a cordon bleu cook, dressed herself in Bond Street, and baked her own bread. The alternative to Superwoman, as seen in *Options*? An upmarket housewife concerned with décor, food and fashion - in that order.

That the question is not being tackled seriously by magazine publishers is made clear in the last programme, which contrasts *Woman's Own* with *Spare Rib*. *Woman's Own* pays lip service to advanced ideas, but places itself firmly on the side of white, married women. *Spare Rib* is angry, struggling, committed, has only just kept afloat for 10 years, and is not putting on circulation and does not attract consumer advertising. The difference is that *Spare Rib* does not offer, as they put it 'recipes for being a woman'.



BRIEFINGS

radio & tv

For schools

See For Yourself (Monday, 10.00 VHF4)

Why do puddles dry up? What makes you eyes moist? This new science series for six to eight-year-olds uses everyday objects to sharpen the imagination and suggest simple experiments - this week on the idea of sound vibrations.

The English Programme (Monday, 10.04, Wednesday, 10.35 ITV)

A new unit of programmes to interest 13 to 18-year-olds in the diversity of language in Britain today. Functional Reading (Monday, 10.30 VHF4)

A remedial series for school-leavers with poor reading ability. Concentrates on offering practical material introduced through a serial story about a boy of 18 who has reading problems.

British Social History (Monday, 10.38 BBC1)

Five new programmes extend the view of Britain in the 19th century begun in the autumn. "The Cholera" explains to 14 to 16-year-olds the causes of the disease and its effects on one community.

Words and Pictures (Monday, 10.40, Wednesday, 11.00 BBC1)

"The Three Little Pigs" begins a term of new programmes to help five to seven-year-olds read. Documentary Re-run (Tuesday, 10.40 ITV)

Continuing Yorkshire TV's presentation of documentaries shown previously at peak times. The term begins with a three part unit on "The Bomb".

Geography Casebook: Britain (Tuesday, 11.40 BBC1)

An up-to-date look at topics frequently studied by 13 to 16-year-olds. The first two programmes concentrate on Glasgow's inner city. Language in Action (Tuesday, 11.40 BBC1)

Aims to provide CSE pupils with sufficient material to help them communicate in speech and writing. Computers in the Real World (Wednesday, 11.40 VHF4)

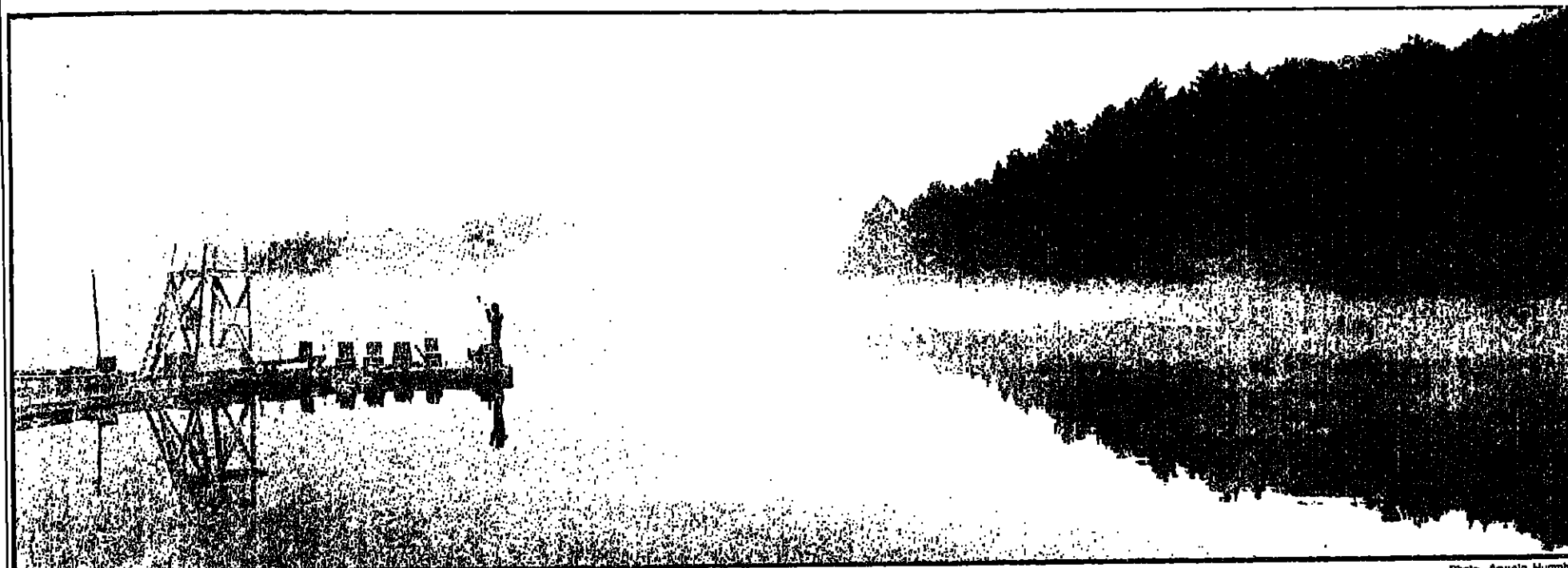
"The human question" is an introductory programme for teachers and takes the form of a debate with industrialists before delegates to the annual meeting of ASE. People and Politics (Friday, 9.30 ITV)

A series for the over-14s examining basic political concepts and skills. Johnny Ball's Maths Games (Friday, 11.30 VHF4)

A new resource for non-specialist teachers of maths. 10 to 12-year-olds will enjoy Johnny Ball's presentation and Brian Scott Hughes' graphics help make maths learning more fun.

EXTRA

TRAVEL-TIME TO PLAN



At Arrowton Pines on Lake Joe in the Algonquin Provincial Park

Falling for the fall

Angela Humphery in Canada

The Provinces of Ontario and Quebec are as different from one another as are cheddar and camembert.

Toronto, capital of Ontario, is big, brash and new and leaves you in no doubt that you are in North America; whereas Quebec City, capital of the Province of Quebec, is small, old and utterly French.

Here they say *bonjour* instead of hi; eat *pannes frittes* instead of french fries and *crêpes* instead of pancakes; drink Caribou (an antifeeze for the body in winter) instead of Coke and play *peuque* instead of baseball.

Quebec City was founded in 1608 by Samuel de Champlain, the great French explorer, and was the first settlement in the land which has become known as "New France". Today it is the cradle of French culture in Canada.

We strolled along the giant boardwalk of Dufferin Terrace, looking out across the St Lawrence River to where the trees were turning colour. Behind us was the walled Upper Town, the colourful "Vieux Quebec" and only walled city in America north of Mexico; two hundred feet below us under the bluff lay historic Lower Town; the two being connected by an elevator and a steep flight of steps called "Breakneck Stairs".

From Dufferin Terrace we walked to Champlain's Monument where rows of *cafés* stood waiting to be hired, the famous old Chateau Frontenac Hotel only yards away from where a steady supply of tourists came to be transported at a leisurely pace around the city. They climbed around a small square called the Place d'Armes (the parade ground of the old garrison) in the centre of which is a fountain and seats where lovers hold hands. At the lower end is a picturesque alley, called Rue du Trésor, which is an outdoor art gallery where local artists display their paintings.

We took a trip east of the city along the Côte de Beaupré, the northern bank of the St Lawrence, where the bright red roofs of the old

French farmhouses competed with the changing colours of the maple trees. It was late September and the autumn had begun with the leaves turning from a rosy blush to deep cherry red.

In Chateau-Richer, by the side of the road, Marie Mercier was putting tins of dough into an outdoor oven, as three generations of her family before her had done. Indoors, in her café, we had coffee and slices of fresh hot bread spread with butter and *Tartine de Sucre*, a delicious honey-like goo made from maple syrup.

Further east is the shrine of Ste Anne de Beaupré where miracles sometimes happen. Inside the giant *romanesque* Basilica the lucky ones have hung up their cast off crutches, surgical boots and braces. It reminded me of London Transport's Lost Property Office!

We crossed over on to the Ile d'Orleans for lunch at Les Ancêtres de la Petite Canadienne, a 300-year-old family house, specializing in traditional French-Canadian food, served by ladies in white bonnets and long red checked dresses. We flew down to Montreal, located on an island in the St Lawrence a thousand miles from the Atlantic, it was discovered by the French explorer, Jacques Cartier, in 1535 then an Indian village called Hochelaga. Today it is a sophisticated cosmopolitan metropolis with a full French flavour.

Beneath what you can see above ground is another city, a subterranean one of complexes with weatherproof access to offices, theatres, restaurants, shops and hotels, all linked by pedestrian walkways, plus the city's quiet modern Metro system which is an underground art gallery with murals, sculptures, stained glass windows, frescoes and ceramics spread throughout the subway system. Contrasting with this is Old Montreal, the historic waterfront section of the city.

We drove north up into the Laurentians, stopping for supper at Le Petit Poucet in Val David, where the speciality of the house is ham

baked in maple syrup, and stayed at the Far Hills Inn in Val Morin, a four-season resort with sailing, canoeing, tennis, squash, hiking, riding and cross-country skiing.

From Quebec to Ontario. We landed in Toronto, once known as dull old Hogtown. Today it's all systems-go. GO being the logo on the bright green and white double-decker commuter trains, not because they move but because they are the property of the Government of Ontario.

Old buildings stand reflected in the mirrored windows of splendid new black and gold skyscrapers. The Royal Bank Plaza is actually sprayed with gold dust. When the sun catches it, it shines and, lit up at night, it sparkles like a Christmas tree.

The CN Tower at 1,815 feet tall (almost twice the height of the Eiffel Tower) rises like a sentinel and is the tallest free-standing structure in the world. It takes just 58 blood-curdling seconds in the look-out lift to get to the skypod, the doughnut slung over the top of the tower where there is a revolving restaurant (Top of Toronto) and observation decks. On a clear day you can see, maybe not forever, but certainly as

far as Niagara Falls. For down-to-earth dining there's La Bodega, a lovely restaurant in an old house. Spanish by name, it serves French food and is run by an Englishman.

There's fringe-theatre in the Old Firehall where you can eat or just have a drink while watching *Second City*, a slick satirical review. For music, there's the Roy Thomson Hall, an iridescent bubble of slining glass, which has just replaced the illustrious old Massey Hall as North America's No 1 concert hall. The Eaton Centre is a shopper's dream with its three-storey glass dome alley of shops, restaurants, trees, a pub, a fountain and a flock of fibre-glass geese flying overhead.

We drove out to Black Creek Pioneer Village to take a look at what life was like in a rural Ontario village more than a hundred years ago. It's a re-creation with costumed villagers reliving life as it was in the early days in more than 30 restored buildings.

Yonge Street forms the north-south backbone of the city, starting at Lake Ontario and running north in a nearly straight line right up through the top of Toronto where it becomes a major highway into Northern Ontario. It was on High-

way 11 that we headed north for the province's resort and lake-studded playground with its big open spaces, clean air and clear water - there are 400,000 lakes in Ontario's quarter of a million square miles. Our first stop was at The Briars at Jackson's Point on the southern shore of Lake Simcoe where John Sibbald proudly showed us round his century-old family estate now run as a year-round resort with sauna, two heated pools, tennis courts and an 18-hole championship golf-course. In winter there's cross-country skiing, snowmobiling, skating, tobogganing, curling and ice-fishing.

We sampled other resorts in the Muskoka Lakes area from Sherwood Inn on the southern end of Lake Joseph with its wood-paneling and huge log-fire; Muskoka Sands Inn on Lake Muskoka with 6,000 feet of shoreline and a heater in the boat-house; The Inn & Tennis Club at Manitou, Parry Sound, with four resident tennis coaches and Swiss chef; Grandview Farm at Huntsville where farm holidays are a far cry from the ones I experienced as a child; and Humina Resort at Dwight where we had a picnic lunch in the middle of The Lake of Bays - 390 miles around and 400 feet deep.

continued



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EXTRA

Turkish delights

Alan Proud discovers cruising Turkish style

I suppose most teachers feel that, on the Burnham scale, cruising is not for them. The sheer expense of modern-day cruises would seem to put them beyond our reach - until, perhaps, the long-awaited lump sum finally materializes.

This had been my impression, too, until I discovered Turkish Maritime Lines. Every fortnight from June to September one of their ships leaves Istanbul on an 11-day cruise. It heads south through the Dardanelles then follows the Aegean and Mediterranean coasts as far as Mersin where it turns and makes its way back to the Golden Horn.

On board there is a range of accommodation to suit the whole spectrum from impoverished first year probationers (and even sixth-formers) to affluent Group XIV heads. For the sixth-former one might suggest a berth in tourist class whose lower reaches last summer cost from £35 to £88 according to how closely one was cabin'd, cribb'd, confin'd; for the latter, accustomed to their close-carpeted studies, four de luxe suites were on offer at £246 the round trip.

Between these extremes there is a fares structure almost as embracing as Burnham itself.

For £226, one could travel Special (17 cabins with private facilities); £230 was the cost in first class A (handbag only); and £170 would buy a ticket in tourist class B. These fares included three meals a day, plus, in first class, afternoon coffee. Tourist classes B and below are self-catering and definitely for those whose approach to life is YHA rather than RAC.

Having hung up my backpack some years ago, I travelled first class A and was impressed with the tremendous value for money. It is true that the boats are no longer in their prime but the cabins are adequate and the service in the well-appointed dining room is most attentive. The cuisine itself is Turkish with the accent on beautifully presented dishes in which vegetables predominate. Breakfast may take some getting used to - olives, cheeses, jam, bread, butter and tea (no coffee: if you're addicted, take a jar of instant).

The amenities on board include a small swimming pool, several bars and smoking rooms, a hairdresser's, a shop and a mini-hospital.

Most of the passengers are Turks with a smattering of Germans, Americans and British. All the announcements over the ship's loudspeakers are in Turkish, which was a relief for me as I could switch off without the usual strain of trying to make sense of what's being said. But for those of nervous disposition, who like to know what's going on, the natives are friendly and forthcoming in providing translations.



The cruise itinerary allows plenty of time to visit places such as Alanya, on the Mediterranean coast in the province of Antalya

("No, it's not *Abandon ship!* - they're serving cocktails in the first class lounge.")

Many of the Turks on the cruise are, in fact, teachers and students who are keen to try out their English. Education in Turkey may have its problems but falling rolls is not one of them. As one student explained to me, "Turkish people love to make children." Everywhere one goes there are hordes of black-haired, brown-eyed youngsters playing or earning on honest lira as shoe-polishers, water-sellers or purveyors of rolls (the sesame-seeded variety).

And there are plenty of opportunities to see them in action for the itinerary is so arranged that most of one's waking time can be spent ashore. Nearly all the sailing is done at night and during the 11 days calls are made at 10 different ports. Time for exploring varies. Twenty-two hours are spent in Alanya and about 16 in Izmir and Antalya - both visited on the outward and return legs. Whole days are enjoyed in Bodrum and Fethiye, while Marmaris and Kusadasi rate eight hours or so and smaller places such as Kas or Gulluk about four.

The particular appeal of this cruise is that no two days are alike. Long stops are interspersed with short and sometimes a couple of ports are visited in the same day. On other occasions, plenty of time is allowed for excursions to classical and biblical sites and their number and variety will surprise those on their first trip to Turkey.

Remember that such hardened travellers as Alexander, St Paul and Hadrian passed this way and it is in their footsteps that you tread on the outings that the ship's pursers arrange. Places within easy reach include Perga, Aspendos and Side (from Antalya), Tarsus (from Mersin) and Ephesus (from Kusadasi).

There is scope, too, for independent spirits to investigate such out of the way ruins as Termessos, the only city which did not fall to Alexander.

For £12 or so one can hire a car and driver in Antalya and spend three or four hours clambering over this ancient stronghold in the mountains. It is now largely enveloped by forest with an amazing theatre perched on the edge of a cliff and a necropolis which, as a result of earthquakes, has tipped its huge stone coffins crazily down the hillside. For

me, this and the more leisurely stroll through well-ordered Ephesus were the highlights of the cruise.

Other would plump for Bodrum with its Crusader castle and superb museum; or Marmaris with its picturesque yacht harbour crammed with craft from as far apart as Hong Kong and Panama; or Kas with its excellent sea-bathing and the only gendarmerie that I know where the commandant has turned the barracks grounds into an exotic garden in which close-cropped conscripts serve drinks in flower-covered pleasure domes.

There are Turkish delights in profusion on the Mersin Tourist Cruise and always the *Akdeniz* or her sister ship is moored in the bay or alongside the jetty to be used as a floating hotel. And what of Istanbul itself where it all begins and ends? One would certainly want to spend three or four days there before going on board. This is no problem with numerous tour operators (I chose Aegean Turkish Holidays) ready to arrange flights (around £160 return last summer) and accommodation at all levels in Istanbul.

You can also book the cruise independently through Turkish Maritime's helpful English agents, Watford Lines, St Mary Axe, London EC3A. A "do it yourself" holiday of 15 days can be put together for about £400 and with sterling strong against the Turkish lira and full board on the boat there won't be many other serious calls on your pocket.

Alternatively, if you prefer the peace of mind ("All transfers included") of a ready-made package then Sunquest will do it for you at around £475 for 13 days in the summer holidays.

You don't have to be a millionaire to cruise Turkish-style and have your eyes opened by Asa Minor. You will find that the inhabitants belie their reputation, being gentle, courteous and hospitable. You will find that the sea has an incredible blues; that the sun is an ancient wonder of the world as easily accessible; that you will run out of film. You will bask in sunshine and sip tea in bazaars and when finally you pack your bags you'll discover that even the customs officials are kind to wide-eyed travellers. Mine simply asked if I had any carpets. I hadn't - only magic memories.

have coffee and Twinings teas from English Breakfast and Orange Pekoe to Cinnamon and Peppermint.

Jokingly, I asked how much of that they poured maple syrup on. "All of it," he laughed "we're Canadian!"

How to get there: WARDAR, unparalleled in-flight service with main meal of chateaubriand or filet mignon cooked to order and served on Royal Doulton china and damask cloths. Free drinks and complimentary headphones. One class return flight to Montreal or Toronto £285 low season (Jan 1 to May 31) and £358 high season (Jul 1 to Aug 18). For further information contact The Tourism Office, Canadian High Commission, Canada House, Trafalgar Square, London SW1Y 5BJ. Tel: 01-629 9492.

Boonoonoonoos, as they say

David Wickers in Jamaica

Columbus discovered it in 1494 and called it "the very gate of heaven". Centuries later Jan Fleming came and said it looked like a side view of a swimming turtle. He built a house on 30 acres of barren donkey race-course and stayed for Januarys and Februarys to write his next best-seller.

James Bond lived here too. In real life he was an ornithologist, the author of the classic work *Birds of the West Indies*. Fleming, who now lies buried beneath his breakfast lawn, borrowed the name from his bookshelves. Although probably best known as the place that thousands left behind, Jamaica was for a long time the white sand-darling of the migratory rich. Noel Coward (a frequent visitor to "Golden Eye, Nose and Throat"), Errol Flynn, the Tiffany's (of breakfast fame), Cecil Beaton, Graham Greene, Charlie Chaplin, the Fifty Bob tailor family, and Stephen Spender are among the best known of the better known who came to overwinter in its sultry beauty.

That was before "the troubles". In 1972, when Michael Manley's People's National Party took over from the Crown, foreign investors packed their bags and looked for other islands in the Caribbean sun, notably Barbados. Cliff Leeming, owner of the Fishermen Inn on the outskirts of Falmouth, recalls the day somewhere in the mid-1970s when a casting director stopped by to ask where he could find 200 emaciated white men to play the part of prisoners in the filming of *Papillon*. "I only know of five white men still around", Cliff told him, "and they're all bloated out of their minds."



In the wake of the Kingston riots, a series of muggings and the arrival of Seaga's Labour administration in 1980, both investors and visitors started to creep cautiously back to Jamaica. Today the pace has gathered momentum plus, "Tourism", the island's billboard now declares, "let's put our hearts into it." They certainly put their teeth into it. I saw more ivory smiles than I would see in a lifetime of toothpaste ads. And, just in case any of the criminal fraternity try to cash in on the tourist boom, most of the hotels are patrolled by guards wearing "We watch, you sleep" badges.

But a Jamaican vacation is far from a holiday in Fort Knobs. If you come for the sea, sand and sun formula you will be richly rewarded. The beaches are powder white - one sneeze and you'll reduce the strand to rock bottom. It's all very *boonoonoonoos*, as they say. Delightful, wonderful, better than Margate, as we say. Most of the resorts are straddled along the north coast, the opposite side to Kingston, the capital and the place most tourists fear to tread. I didn't tread there, so I couldn't say.

Montego Bay is the best known, a name you mull over weeks before like a mantra to get you through those grey shaded morning rush hours. On the spot they call it Mo'bay and, unless you thrive in the

vitally of a hot costa ambience, you may well be disappointed. Move east and opt for Runaway Bay. Ocho Rios (which I first thought meant red eyes, then eight rivers and finally learned is a corruption of *chorros*, meaning spout) and Port Antonio - my favourite.

Anywhere in the Caribbean is a costly proposition, and Jamaica is hardly an exception. But having decided to splash out on such extravagance it's worth paying an extra £50-70 for the discrete charms of a colonial-style hotel, rather than a concrete high rise. The Shaw Park in Ocho Rios the world famous Jamaica Inn, for example, stand no higher than a coconut tree and do an excellent line in cossetting, leaving your energies for the really important tasks of the day - a swim or two, a lunch of lobster and paw-paw, a snooze and, as soon as the Trade Winds pick up, a sail round the bay in a sun fish. And the ubiquitous managerial rum punch party. Try saying *boonoonoonoos* after that.

Just a few flipper-flapping yards offshore there's a magnificent coral reef running like an organic necklace all along the coast. There are colours and shapes of dreams and nightmares - there's one brand of coral that looks like a giant brown brain and I swear I saw it throbbing. I didn't see any swimming turtles.

Negril, on the west coast, caters exclusively for hedonists. Its seven miles of perfect beach was an early hippy hangout, later unmarked for wealthier laid-backs. All Jamaicans have a tale or two to tell about the Negril goings on and there are many variations of jokes with beach party! no clothes punch lines.

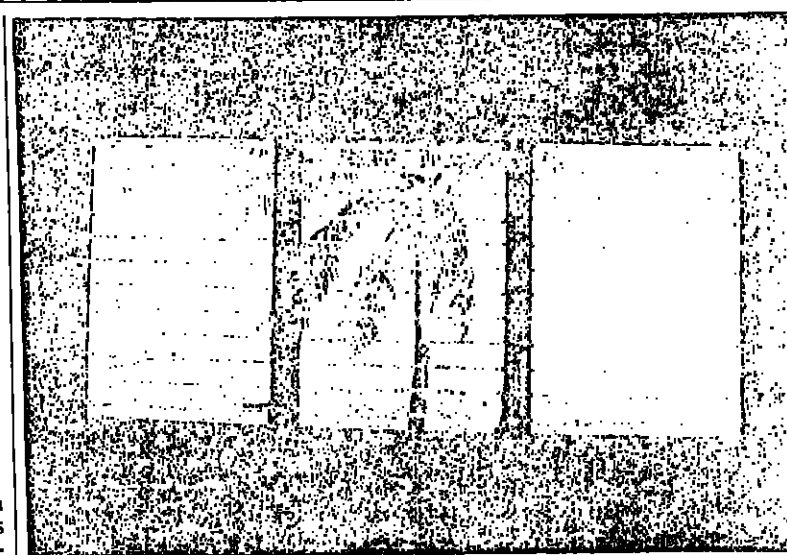
Everyone, sooner or later, gets bored with lolling about on the sands in the shade of one too many rum punches. As a holiday destination Jamaica can compete handsomely with other Caribbean islands, many of which are barely more than flat coral pancakes with little more to offer the long-haul punter than a constant strip. In both senses. "We're more than a beach", the Jamaicans proclaim. "We're a country." And there are certainly plenty of hinterland attractions. It's bigger than most islands too, about the same size as Northern Ireland.

The eastern half of the Jamaica gets most of the rain and is matted with vegetation. It's like the hot house at Kew Gardens, minus the lid. Take your *l-spy* exotic *banania* and you'll be picking the day away with silk cotton trees, yucca, ebony, mahogany, cassias, hibiscus, frangipani, avocado and much more. At night the greens turn black, filled with the perpetual squeak of tiny tree frogs.

You'll undoubtedly go rafting down the Rio Grande, thanks to Errol Flynn. He suggested to the owners of the slender bamboo banana rafts that they should punt a more lucrative cargo of tourists down river during the seasonal gaps between fruit. "This river", my punter tells me "is used just for bananas and you people." "Oh," I say "So when do you bring bananas?" "When there are plenty of bananas," he replies with a look that says "give me bananas anytime".

Whether you happen to be a person or a banana the Rio Grande is a beautiful two to three-hour ride. You feel like Charles and Lady Di, pampered by the river, by the creak of the bamboo as it rides the white water, by the screech of parrots and the sound of reggae thumping from transistors that lurk somewhere in the sugar cane fields, and the village ladies who bring bottles of Red Stripe beer to sell to the passing trade. Our punter knows everyone and there is plenty of Jamaica talk which is impossible to understand.

EXTRA



A visit to a crocodile farm (or were they alligators?) is also a standard fixture on the tourist agenda. Unlike the resort hotels there are no fences between you and the residents. Thankfully they much preferred a nice piece of chicken head to

my sinewy legs and chewy flip-flops. You'll also climb up a waterfall, crocodile style. You form a chain arm in arm and step cautiously up the Dunn's River falls and, although it sounds very silly, it is a very pleasant way to work up an appetite

for curried goat which is being prepared on the beach below. Jamaican food, on the whole, isn't bad and isn't good, though it's a treat to have as much lobster as you can cope with here it's cheaper than bacon. And wonderful Blue Mountain coffee that's like a heavyweight's left hook.

Jamaica has plenty of Great Houses, former plantation homes where you can tour estates by jitney and see demonstration plots of bananas, pineapple, pimento, coffee and sugar cane. At Prospect House, for example, you can also see a tree planted by Edward Heath, and buy copies of Lady Mitchell's *Prospect House Cookbook*.

Pegasus Holidays (24a Earls Court Gardens, London SW5 0TA, tel: 01-370 6144) operate a variety of Jamaican packages with prices ranging from £50 at the Caribbean Club in Runaway Bay to the Jamaica Inn from £844 for 7 nights half board. There is also self-catering at the Turtle Beach Towers in Ocho Rios for £486. Independent travellers can fly direct to Montego Bay with Air Florida from £331 round trip.

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Crossing the credibility gap

Robin Mead visits Australia



Sizzling on the coast

If you are looking for the wonders of the world, then a surprising number of them are neatly packaged in one country: a country which we think of as one of the world's newest, but which manages to occupy the world's oldest, and arguably most interesting, continent. Its name: Australia.

Writing about travel makes one way of using superlatives - for there always seems to be something bigger, better or more beautiful around the next corner. But Australia really does seem to have almost everything: an equitable climate, a timelessness which has enabled nature to evolve some unique biological species, and sparkling modern cities full of people bursting with life and energy.

The only snag - perhaps the only thing which has so far prevented Australia from becoming the holiday destination to end all holiday destinations - is that it is 12,000 miles away from Europe.

Those 12,000 miles form a credibility gap between Australia and its prospective European visitors. But the gap is being bridged - partly by air fares to the Far East and Australia, which continue to edge downwards in real terms, and partly by the glowing reports brought back every year by the tens of thousands of Britons who visit Australia on special "VFR" deals.

VFR stands for Visiting Friends or Relatives. It is estimated - somewhat conservatively, one might have thought - that one Briton in every five has a friend or relative living in Australia: a fact which no doubt accounts for the fact that, in polls, to find out which country Britons most want to visit, Australia usually comes a close second to the United States. Airlines and holiday companies are naturally keen to tap this gigantic market, and have special programmes which provide the return flight, allow you to spend some time visiting your long-lost Auntie Agatha, and perhaps include a little sightseeing for when you tire of Auntie Agatha's company, she tires of yours, or both.

And while these packages are tailor-made for the VFR market, Australia is tailor-made for such tours. For this continent-in-a-country has a spectacular surprise hidden around every corner.

Everyone has pre conceived ideas about Australia. And the only thing that I can say about yours are that they are almost all wrong.

A large, boring, empty country, sparsely populated with loud-mouthed layabouts interested only in beer and beaches? Be honest, that is

many people's idea of Australia. But it is so very wrong.

One gets a first, sneaking suspicion of just how wrong one might be only hours after arriving in Australia: in any one of the clean, safe, modern state capitals which are the "gateways" for visitors arriving by air from Europe. You hardly need those friends or relatives - for new, embarrassingly hospitable friends will be keen to show off the wonders Down Under.

Arrive in Brisbane, the capital of tropical Queensland, for example, and you may quickly find yourself in a launch chugging unhurriedly up river to the famous Lone Pine Koala Sanctuary, where a diffident looking albatross dog with a sleepy koala on its back will greet you at the jetty. The sanctuary, and others like it in or near every major Australian city, are little more than tiny zoos. They would go unnoticed in a British holiday resort. But their inhabitants are a dramatic reminder that Australia is something outside one's normal experience: kangaroos and wallabies, inquisitive emus, cuddly koalas whose air of sleepy intoxication makes them a photographer's dream. And perhaps, as at Lone Pine, a rare glimpse of that extraordinary freak of nature, the duck-billed platypus - a furry mammal which lives underwater, eats with a beak, and lays eggs.

Brisbane itself is a pleasant city, short on good hotels and restaurants (an exception is Gambaro's magnificent seafood restaurant, where you can feast yourself to the point of exhaustion and still get change from

£10), and long on suburbs which stretch tentatively out into the bush or down the coast almost to the brash beach-side playground of Surfers Paradise. But it is temptingly close to the Great Barrier Reef.

If one has described kangaroos, koalas and the duck-billed platypus as being among the zoological wonders of the world, then what does one say about the Great Barrier Reef? It stretches for 1,400 miles off

excursion as you are likely to find

Crossing the credibility gap

continued
the Queensland coast: a coral wonderland created by nature over unimaginable aeons of time. It is inhabited, so the guide books say, by 900 species of fish, and it is made up of hundreds of species of coral. It is a real-life aquarium, 20 to 30 miles offshore, where you sit in a glass-bottomed boat, or dive in the lukewarm water, and pinch yourself to see if it is real.

The reef is studded with holiday islands - ranging from sandy cays to the peaks of the Cumberland, or Whitsunday, group - and many of these have now been given over to tourist development. Not all the developments are to be admired: Australians have many qualities, but good taste is not always among them. Other islands, however, verge on the idyllic, and one of these is Hayman Island, graced by the bungalow-style Royal Hayman Hotel. It is comfortable, stylish, and a wonderful base for exploring.

From nature's wonders, on to a combination of the works of God and man. Sydney, situated on one of the world's largest - and surely most beautiful - natural harbours, is a city which has made the most of its surroundings. The Sydney Harbour Bridge, 50 years old now, is still one of the engineering wonders of the world, and the controversial Opera House - which Sir John Betjeman has unkindly likened to a group of nuns in a ragged scrum - must be one of the architectural wonders.

Sydney is a lively city: busy and businesslike, yet surprisingly warm and hospitable. If time is short, take the Sydney Explorer bus (fare: approximately £2 a day), which follows a circular route and allows you to get on and off wherever you like. Don't miss the Captain Cook harbour cruise (approximately £4.50), which is as memorable a half-day excursion as you are likely to find

anywhere; and do try to see a performance at the Opera House (advance booking is advisable; dress is very casual indeed).

The city's restaurants and hotels are usually of high standard and always excellent value - a reflection, no doubt, of Sydney's cosmopolitan make-up.

From Sydney, back into the past again: to Ayers Rock, in fact - that extraordinary monolith in central Australia which seems bound to become, if only because of its very inaccessibility, one of those places which everybody wants to see one day.

A day's drive, or an hour's flight, west of forgettable and fly-blown Alice Springs, in central Australia, Ayers Rock is remarkable for its massive bulk, rising abruptly out of the desert, and for its sheer remoteness (Alice Springs excepted). It is 1,000 miles from anywhere. One hundred years ago, no European had ever set eyes on it.

It is also remarkable for its very dramatic sunsets, when the steep slopes of the 1,150 ft. high rock turn from gold to blood red as the sun sinks below the horizon. John Dare, who runs three-day safari coach tours to the rock from Alice Springs, makes these sunsets even more memorable by stopping at a local vantage point and magically producing from a door in the side of his extraordinarily well-equipped vehicle a set of glasses and a cocktail shaker. Civilization has come to Australia's "Red Centre".

Perth provides a sharp contrast to the ethereal quality of central and north-western Australia: it is another bustling, modern city, as far from Sydney as Los Angeles is from New York. Like Sydney, it is spectacularly situated beside sparkling water - in this case the Swan River.

But it feels like what it is: a rather remote city. Britons are more likely to feel at home in south-eastern Australia: in Melbourne, where the plentiful Victoriana and an air of genteel good manners re-

mind one of Bath or Bournemouth; in Adelaide, which has the air of an English market town between the wars; in the new, purpose-built capital of Canberra; or even in Tasmania, where forests and mountains provide a most un-Australian island panorama.

It is in Tasmania that another of nature's wonders of the world may yet be discovered. The island has its own indigenous wildlife, of which the ferocious little Tasmanian devil is the best-known. But rumour has it that the impenetrable bush and forbidding mountain slopes may also hide an animal thought to be extinct for nearly 50 years; the Tasmanian tiger.

It is not a tiger at all, of course, but a thylacine - a striped, dog-like marsupial. In recent years an increasing number of "sightings" have convinced naturalists that the tiger is out there somewhere - and that it is, accordingly, the world's rarest mammal.

Which, I hope, demonstrates that Australia has lots to show the visitor - but you are not going to be handed anything on a plate. If you want to discover Australia's secrets, then you are going to have to go and look for them. At least the looking will be fun.

How to get there: Rankin Kuhn's 24-day "Wallaby Trail" inclusive holiday to Australia is comprehensive, and prices from London this winter start at £1,798 per person. The same firm offers a "flight-only" package, for those visiting friends or relatives, and prices start at £795.

Australian Tourists Commission: Heathcote House, Savile Row, London W1. Qantas: 49 Old Bond Street, London W1. Rankin Kuhn: 13-17 New Burlington Place, London W1 (Tel: 01-734 9915), or any branch of Thomas Cook.

Robin Mead is the author of a new guide book, "Australia", which is to be published by B. T. Batsford in February.

Drive on

By Gillian Thomas

The prospect of a long car journey is sure to produce moans and groans from most children. An alternative is put both car and passengers on a train. It is the fastest and most relaxing way, if not the cheapest, of covering high mileages with your own car.

With three young children and an old Mini, motorail is certainly the most realistic way for us of taking it a long way. Also we have found that the sheer fun of it makes a good start to a holiday on the Continent.

Arriving at the station about an hour before departure, drivers load their own cars onto the ramps of special double-decker open wagons; sturdy chucks secure the wheels in position. They subsequently travel behind the passenger carriages.

All the places are reserved, either first class sleeper compartments with up to three people in each, or the more usual choice for families, six-birth unisex couchettes which sit down convert from seats at "bed-time", and if this happens too early you can fix your own.

If narrow, the bunks are reasonably comfortable and blankets, cotton sleeping bags and pillows (soft and small) are provided.

Thanks to the novelty, our children are usually positively eager to go to bed on a train! However sleeping is another matter. Inevitably it is interrupted by rail noise and movement.

In addition even so-called expresses invariably seem to stop intermittently throughout the night. Even so, they are certainly much more restful than being on the road. Since there are usually no restaurant facilities on the motorails which depart in the evening, as most

do, it pays to take good supplies of picnic and drinks.

Sometimes attendants come round with trolleys or at Boulogne station you could buy a Restobal, containing a pre-packed chicken and pork salad, cheese and wine for 34 francs. Continental breakfast is provided as part of the deal, either on the train, usually pre-packed, or on arrival at the station while the cars are being off-loaded, which happens in France.

Personally, we find fresh croissants and coffee under a deep blue early morning sky an incomparable introduction to the sunshine of the South.

In high season there are motorail services (with connecting ferries and inclusive fares from Dover or Folkestone) from Calais to Nice every day. From Boulogne there are ones to Avignon (three times a week), to Narbonne and Milan (twice) and to Biarritz, Brive and St Raphael (once a week).

From Ostend or the Hook of Holland, it is a 110-mile drive to pick up a train in Hertogenbosch to go to Salzburg, Villach and Ljubljana (Thursdays) or 210 miles to Cologne (Fridays). There are also Motorails from Cologne to Munich (daily in August), Basel (not Wednesdays) and Lindau (Friday and Saturday).

In Britain there are motorails in summer between London and Scotland and the West Country, and also from Newton Abbot to Scotland and Crewe to Inverness, most of them overnight.

Fares are for any length of car (height is restricted to five feet four inches on the Continent and luggage has to be removed from roof racks), returns being slightly less than double the single fare.

All Motorails can be booked at British Rail Travel Centres, the AA or RAC; for the Continent, also through the DER Travel Service, 15 Orchard Street, London W1, telephone 01 486 4393, and, for France, French Railways, 179 Piccadilly, London W1, telephone 01 499 9333.



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EXTRA

Sailing to Byzantium

Bradley Winterton visits Mount Athos

This is no country for young men – nor women either, of any age. "Beardless youths", and female animals and humans, are all forbidden to land on this mountainous peninsula that is an ecclesiastical state within a state in northern Greece where the clocks all run to Byzantine time and 12 is the hour of sunset. Any visitor who "creates problems to the monks", as you are warned on the boat as you approach, will be "persecuted with the assistance of the police", and all must tread carefully, for "this is territory where miracles are liable to happen".

The very monasteries themselves seem to hang from the cliffs when seen from the sea. Indeed, one of them, Simopetra, is situated on the tip of a high turret of rock that takes an hour to ascend. Others merely look out from high points over a blue sea on which monks, looking in their black robes like messengers of death, silently row in skiffs, or else they rise up, with giant towers on green onion-domes, above the frequently luxuriant vegetation.

When I had obtained my ecclesiastical permit, itself an extraordinary document, at the "capital", Karyes – a mere village – I set off along a cobbled mule-track through a forest of myrtle, sycamore and bay where blackbirds sang and blue butterflies hovered in the sun light. Chanting voices echoing through the trees led me to a group of wood-cutting monks, and I finally arrived

at their monastery after descending and ascending two spectacularly beautiful ravines astride their already heavily-laden donkey.

Athos is a dream a voyage into a distant country of the mind, and in many ways it is a paradise garden too. Yet it has the two-dimensional unreality of a dream as well, and the absence of women and children, mocked by the very vigour and profusion of the natural life of the area, seems to signal the hopelessness of man's efforts to create a true idyll, and the comforted absurdity of his most insistent attempts to do so.

Nevertheless, Athos has existed little changed in organization and probably in appearance for a thousand years. And there are signs of resurgence. The new restriction on the number of outside visitors (now only 10 per day, and for four days in all – though groups of 15 can paradoxically be arranged and the four-day permit renewed) seems to be the result of the arrival of younger monks, themselves the product of a new interest in Eastern Orthodox Christianity outside the countries that are its historic home.

Even to get as far as Athos you need to obtain a letter from the British consulate in either Athens or Salonica confirming your spiritual or scholarly interests, procure a second document from the relevant Greek authorities in those cities, and then, having arrived at Ouranopolis – four hours' drive from Salonica – await your turn on the motorboat that takes you to Daphne, the

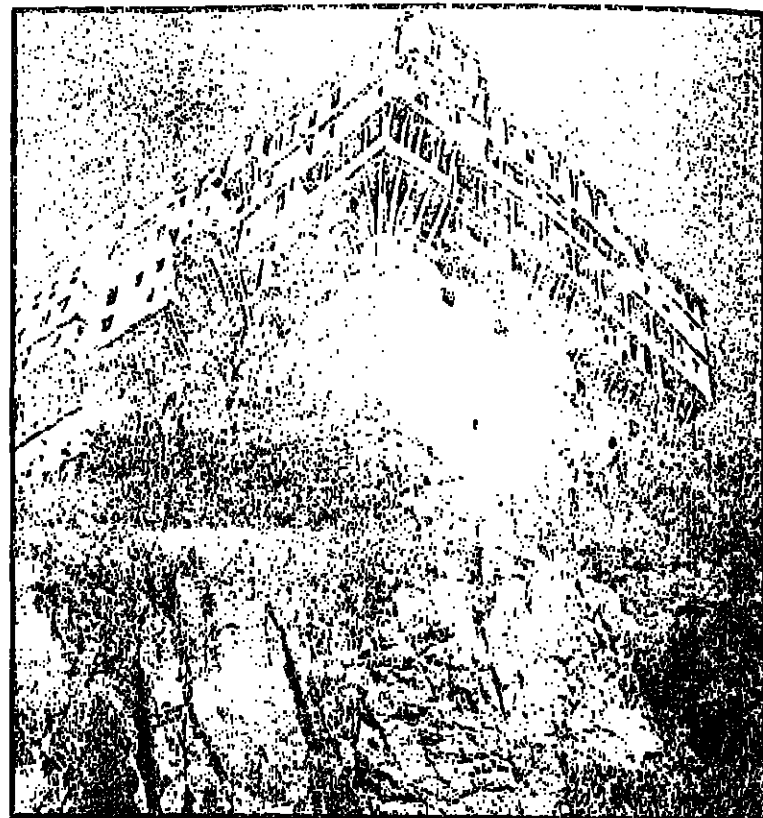
primitive landing-stage that is the point of entry.

But then accommodation and very simple food are free, and philosophy, though not movie film, can be taken. Athos is a paradise for the photographer. Swallows nest against the Byzantine frescoes, long colonnades stand occupied only by sunlight, while gilded and mirrored chapels lie abandoned by the handful of Russian monks who inhabit the vast structure of Panteleimon which, before 1919, used to house 1,500.

On arrival at a particular monastery – there are 20 – you are greeted with coffee and creme-de-menthe and sometimes Turkish Delight (at one, a Bulgarian foundation, I was offered a shura of a Mars bar). Then you are free to wander, join in services or gain admission to fantastic sanctuaries where the index-finger of St John the Baptist or a fragment of the Virgin's girdle lie in embossed and jewelled cases.

The next morning you leave and walk to another: one day I struggled and tore my way along a totally overgrown track to discover a solitary hermit watering lettuce. He laughed, embraced me, made coffee, and then we looked up Greek words for Hello, Goodbye and Thank-you in an old American Greek-English dictionary.

Athos is an inhabited ruin, an ancient human machine that just happens to go on working. It's Europe's Tibet. To go there is indeed to travel in time and to be taken over



The monastery of Dionysiou Mount Athos

by a reality that is more akin to a dream of the impossibly absurd, and the absurdly beautiful.

The peninsula ends in a 6,000 ft mountain that rises like a finger, or Mount Zion, into the blue. All the way up it are hermits' caves, some occupied. The landscape is now stony, desolate and utterly magnificent.

In an age when Greece is becoming just another destination in the

headlong rush for sea, sun and sand, it is important to remember that it has not only history but living mystery and otherness. And nowhere will impress this on you (if you are fortunate enough, in this instance, to be male) as much as Mount Athos, the place where the dying generations catch at the dream of eternity and hold it, impossibly but actually, in brick and mortar, wood and stone.

Mountains and miracles

Frederick Cosstick on the southern Marches of Italy

The coast road of the southern Marches of Italy, alongside the Adriatic from Ancona to Porto d'Ascoli is far from the most attractive part of the peninsula, though the long flat beaches and the comparatively pollution-free waters of the Adriatic are solidly packed with holidaying Italians in the summer. Some Romans, it is said, would willingly drive the whole width of Italy on the Via Salaria to go to San Benedetto del Tronto in order to avoid the black sands of Ostia on their doorstep.

The Via Salaria runs north-east from Rome via Rieti, along the east and north fringes of the Abruzzi, and reaches the Marches near Arquate del Tronto. If, like me, you are always willing to delay the experience of mingling with thousands of gently frying bodies on a beach, you can find solitude and grandeur among the Monte Sibillini, the highest mountains of the Marches, by taking a difficult road through the Forca San Croce and across an extraordinary peak-ringed high plain, evoking memories of Shangri La, to Visso. This small mountain town, with its charming collegiate church, Santa Maria, and two Renaissance palazzetti, is an excellent base for further excursions into the mountains.

Eastwards from Arquate del Tronto, the road runs through Aqua Santa Terme, a spa since the days of the Romans, and on to Ascoli Piceno, whose Piazza del Popolo is, for me, the most graceful and charming of all Italy. On the north side is the grey-stone Gothic church of San Francesco, to the west, the Palazzo del Popolo, and colonnaded shop fronts complete the other two sides. No traffic sullies the smooth, level paving of the square, which is, indeed, an elegant drawing room for the city. At the hour of the passeggiata, the evening stroll, it is packed with citizens of all ages, shapes and sizes, busily engaged in that lively, gesticulating intercommunication which is so characteristic of Italy.

In the south-west corner the Caffè Meletti does a roaring trade particularly in the unisex liqueur which bears its own name. The passeggiata

completed, a favourite restaurant is the Vittoria, where you must sample the *ulive ascolane*, large tender olives stuffed with spiced meat and fried in breadcrumbs. The local Rosso Piceno from the surrounding hills is a sturdy honest wine which blends well with the sound traditional-style cooking.

The art gallery (with an entirely unexpected view of the Thames by Turner), the cathedral, the many different styles of churches, from twelfth century to modern, the Roman Ponte di Solesta make Ascoli Piceno well worth an extended visit, and second only to Urbino in the region of the Marches.

Travelling north, and still favouring the mountain roads, there is a picturesque route via Sarnano to Macerata, the provincial capital, cathedral and university city, and on to Recanati, birth place not only of the ill-fated Romantic poet, Giacomo Leopardi, but also of the celebrated tenor, Beniamino Gigli.

Beyond Recanati lies Loreto, a principal place of pilgrimage in Italy. Tradition has it that, at the time of the Mahomedan occupation of the Holy Land in 1291, the house of the Holy Family was miraculously transported first to somewhere near Fiume, and then, some seven months later, to a point astride the road between Recanati and the Adriatic.

The tiny mudbrick house is now entirely enclosed in a highly ornate marble casing designed by Donato Bramante, one of the principal architects of St Peter's, with bas-reliefs and sculptures by many of the artists who were employed in Rome by Pope Julius II. It sits beneath the high cupola of the great basilica which was built between 1468 and the middle of the eighteenth century, engaging the attention of many of the greatest architects of Italy's golden age – Sangallo, Francesco di Giorgio, Bramante, Sansovino. The many side chapels full of works of art from the Renaissance to this century. Outcrops by Luca Signorelli, who worked beside Botticelli and Il Perugino in the Sistine Chapel.

Outside the entrance to the

sanctuary stands an enormous, three times life-size statue of John XXIII, even in stone seeming to exude good-natured peasant-like bonhomie. A sharply descending road takes you back to Porto Recanati and the more mundane pleasures of the Adriatic seashore.

Book now

How to make the best use of schoolchildren of historical buildings and sites is the subject of a five-day course to be run at La Sainte Union College, Southampton, by the Department of the Environment from April 11.

As well as formal lectures and discussions, there will be a variety of fieldwork at sites in the area, including the Roman excavations at Porchester and Fishbourne, Winchester Cathedral, Osborne House and Southampton's Maritime Museum.

Applications for the course have to be sent by January 31. Forms are available through local authorities or the DES, Elizabeth House, York Road, London SE1.

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EXTRA

Cestyll '83

Gillian Thomas introduces Welsh castle year

Throughout this year, Wales is celebrating its many and varied castles with a Festival, Cestyll '83. Over 150 special events - music, drama, exhibitions and pageants - are being staged at 50 of them.

Castles are very much part of the Welsh landscape, dramatic and picturesque reminders of the country's embattled past. Some dominate rugged hillsides, like Caerphilly on a crag overlooking the Black Mountains; others stand guard at sea or river strongholds like the Edwardian fortress at Cwmyn in North Wales and Chirk's noble ruins on the rock beside the Wye.

Altogether archaeologists have found evidence of over 200 of them throughout Wales, the largest concentration anywhere in Britain. More than 100 are open to the public.

Some are no more than excavations, like the ruins of the extensive Roman fortress at Caerleon in South Wales, the headquarters in AD 75 of the Second Augustan Legion. In complete contrast is the nearby Castell Coch, a fairytale Gothic extravaganza created from medieval ruins in the 1870s by the Marquess of Bute.

The current celebrations are to mark the 700th anniversary of the end of the Wars of Independence when many of them were built by England's Edward I.

By creating strong fortifications in strategic places, he hoped to settle the "West problem" after Llywellyn, the last of Wales' native princes, had died in 1282 at the hand of an English trooper in a skirmish near Builth Wells.

To pre-empt any more rebellious risings, Edward embarked on a massive castle-building programme, ear-

marking the enormous sum of £80,000 for the purpose. Beaumaris, Conwy, Caernarfon, Harlech, Aberystwyth and Flint all acquired their castles as a result, built by labourers and craftsmen recruited from England. Records show that over 2,500 worked at Beaumaris alone, taking only three years to build the fort there to defend Anglesey's rich corn-lands.

During this festival year, all the main castles are staging special cultural and historical events, particularly drama and music. For instance, "The Mabinogi", a traditional Welsh performance combining stories with music and dance will be staged at Caernarfon in June and at Cardiff in August.

There are to be music competitions and concerts of all kinds - folk music, jazz, brass, community singing and dancing. Harlech Castle is the setting for a month-long musical festival in August, while at Cardiff there is to be a Welsh community singing festival and an ethnic minority night with steel bands and reggae music.

Schools throughout Wales have been urged by the Wales Tourist Board to embark on castle projects - exhibitions, archaeological digs, drama, etc. A painting competition for primary schools has been sponsored by Dr Barnardo's, for which the prizes include a week's pony trekking.

As their contribution to the festival, children at Rhosgoch Primary School, Painscastle, are acting as guides to visiting school parties. They will show them the town's massive mounds, the only remains of its medieval castle.

The festival is inaugurated on March 1 with a banquet at Caerphilly whose leaning tower stands as a reminder of Cromwell's attempts to blow it up during the Civil War. In June it will be the setting for a medieval fair, jousting and a school pageant.

Further information on festival events from the Director, the Wales Tourist Board, Brunel House, 2 Fitzalan Road, Cardiff, 0222 499909 or 2-4 Maddox Street, London W1, telephone 01-409 0969. In conjunction with the A.A., the board has published *Castles in Wales*, £9.95, a full-colour guide to 82 of them and packed with historical information; a useful paperback, *Castles and Historic Places in Wales*, £5p, has descriptive lists of 150 of them by region with colour photographs, and maps.

The castles of Legoland

Dudley Wilson in Denmark

Our heritage of castles and stately homes plays a major role in present-day holiday-making. Abroad we head for Loire chateaux, Rhine Schloss or perhaps those elegant plantation homes of the American South. Denmark is more associated in tourists' minds with picturesque, wooden-framed, farmhouses which suit the countryside so perfectly.

Denmark is a small-scale kingdom famed for that marvellous building toy from whose tiny pieces Legoland worldwide have been constructed. Her best known literature, that of Hans Andersen, is a miracle of concise imagination. Yet, even today, a tenth of Denmark is contained in her great estates. The houses, castles and manors which stand in these demesnes with their landscaped terrain, woods, gardens and farms include some of Europe's finest, and possibly least known, architectural treasures.

A Danish touring holiday, especially at this time when this undulating landscape is at its most smiling, is all the richer for some exploration of these aristocratic establishments.

As everywhere, the upkeep of grand houses is costly and British solutions have been applied. Knuthenborg on Lolland, for example, now has exotic wild animals roaming its once English-style park. Alholm displays over 200 veteran cars in adjoining buildings a la Beaulieu. You can stay in Dragholms white elegance for it is now a hotel. Its associations with the infamous Earl of Bothwell may draw you there too for he was imprisoned at Dragholms in 1572 after fleeing from the murder of Darnley. The gentle hills and lovely coast in this part of Zealand will certainly entice casual visitors to linger.

Most Danish manor houses cluster on Zealand and on the delectable island of Funen. North of Copenhagen lie impressive royal residences. Kronborg is strategically sited on the narrow overlooking Sweden. Here a nation's wealth was formerly collected in shipping dues. Today the Sound is crowded with pleasure craft and car ferries. Indeed the most exciting view of Kronborg is from the water. Shakespeare's *Hamlet* made Elsinore immortal and despite its somewhat draughty grandeur, it makes a splendid visit. Elsinore town is interesting too. I especially enjoy strolling into homely courtyards to admire curly tiled roofs and colourful washed old buildings. Angular shipyard cranes and Kronborg's green spires loom at the end of narrow streets. Such copper towers with water as a background firmly place you in northern Europe along with blue-grey water and fresh green beaches.

No Danish tour should omit Frederiksborg near Hillerød. It is a

Renaissance palace restored after destruction by fire in 1858 to original splendour. The towers and fancy brickwork give it a magical appearance enhanced by its lakeside setting. J.C. Jacobsen was largely responsible for such magnificent restoration. I mention this not out of mere pedantry for he was a brewer baron ("Mr Carlsberg" in fact) and his firm puts its profits at the disposal of the nation's culture.

Inside is a treasure house of fine paintings, furniture and jewelry. Danish history set out in chamber after chamber. If you can, arrange your visit to coincide with a recital on the Compenius organ in the richly ornate chapel, for such an occasion made an overwhelming impression on me. If, like King Christian, you wish to escape such splendour wander over to the Bath House, a domestic gem in the park.

Copenhagen bristles with copper spires. Rosenborg, where the Crown Jewels are displayed epitomizes the Danish dimension to palaces - accessibility and, with those almost frivolous turrets, a lightness and yes, I cannot avoid it, a fairy-tale air. Amalienborg is more solemn, four



Frederiksborg Castle at Hillerød, Denmark

identical rococo mansions, one for Queen Margrethe another for the Queen Mother, grouped round a cobbled square where at the centre Saly's skill brings all too rare distinction to the official equestrian statue.

Until recently the Norway boats tied up at Amalienborg and it used to be pleasing to disembark at the royal doorstep - that Danish informality again. Our equivalent would be something like sailing up St James's Park on a canal barge.

I strongly recommend an excursion from Copenhagen to Charlottenlund, a leafy, well-heeled suburb along the coast. The white castle here is set in wooded grounds thronged with crocus in spring. In



Liselund, the smallest castle in Denmark

the park glades is found Denmark's Aquarium, quite the best I know and a sure-fire hit with families. Across the road are decent butting benches and a camping ground placed in a fortress where there is delicious scrambling on grassy mounds, cannon to pat and views over to Sweden.

Charlottenlund makes a fine day out especially if you take cold table lunch with lager and freezer-chilled aquavit at Skovriderkroen. At nearby Klampenborg is the Hermitage, a royal hunting lodge amidst a gracious deer park fashionable with joggers and golfers.

One of Denmark's most intriguing tourist attractions is Lejre Iron Age Village near Roskilde, a city worth visiting in any case for its cathedral, royal tombs and Viking ships. Lejre is expertly laid out with much activity, forge, pottery, weaving and leather workshops, to fascinate all ages. Nearby and reached along a tree-lined avenue is Ledreborg. Its woods and grounds are kept today only in modest trim for gone is the legion of gardeners. I place Ledreborg at the head of my Danish favourites. It is pink, eighteenth century and wholly delightful with flanking gatehouses and stables round a cobbled courtyard. There are fine interiors too and it tops a hill which slopes down to cruciform ponds where swans glide obligingly.

And so a tour of Denmark continues with discoveries galore - Gavns with its collection of portraits, tiny Liselund handy for the spectacular chalk cliffs of Møns Klit, Valdemar's Slot on Tåsinge where Hans Andersen first fell in love, but with a painting of a lady. Here I came across a young couple who have set up their glass-blowing business in an outhouse. In their hand-made flutes I drink regular toasts to my leisurely, richly-rewarding holiday off the beaten track among Denmark's castles and heretage.

I think of Nyso where Andersen and Thorvaldsen worked so blissfully free from care, glimpsed idyllically through a screen of chestnut chandeliers. I recall lovely Eskov and not least the simple pleasures of coffee, fresh pastry and cigar, all Danish to perfection, taken in the stable cafe.

The Danish Tourist Board provides an excellent booklet *Danish Castles and Manor Houses*. Queen Elizabeth never, of course, slept in any of them but Hans Andersen conferred similar distinction on many. The kings, Christians and Fredericks, may confuse us but I enjoyed coming to grips with Danish history and those noble names. Reventlow, Moltke, Bernstorff, Rosenkrantz but this last is familiar and certainly not dead. This brings me back to Elsinore where *Hamlet* is sometimes performed. Will Kempe may well have played there, Olivier and Jacob certainly did and it is always a memorable experience of Kronborg.

DFDS Danish Seaways offer holidays ranging from self-catering and camping to centre-based or farm-house arrangements and touring with maximum freedom using the go-as-you-please hotel or jet system well suited to the explorations. I have suggested. Prices start at £199 for a week's half board at any of 16 inns and North Sea crossings (car and passengers). A week's self-catering costs as little as £61 each when six travel together in low season.

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Primary School Headships

Required for 1st May 1983
Cronkshaw CP School Group 3
Applications are invited from suitably qualified and experienced teachers for the headship of the above school which has approximately 110 pupils on roll between the ages of 4 and 10 years.

Saxon Nook CP School Group 4
Applications are invited from suitably qualified and experienced teachers for the headship of the above school which has approximately 200 pupils on roll between the ages of 4 and 11 years.

Application forms and further particulars for the above posts available on receipt of a SAE from the Chief Education Officer, PO Box 70, Municipal Offices, Smith Street, Rochdale to whom they should be returned by 24th January 1983.

HEADTEACHER

Required September 1983 for this Group 6 Junior School. Vacancy due to retirement of the present headteacher.

HEADTEACHER

Required April 1983 for this Group 5 Junior School. There is a scheme for removal expenses - details on request.

For both posts application forms and further details are available (s.a.e. please) from the Director of Educational Services, Mercury House, Mercury Gardens, Romford, Essex (Ref: AJP/MG). Closing date: Friday, 21st January 1983.

Nursery Education

Deputy Headships Second Masters/Mistresses

BERKSHIRE SOUTH GRANGE NURSERY SCHOOL, South Asol, Berks. RG2 6PS. N.C.B. 70 places nursery. Required 15th April 1983. An experienced and enthusiastic teacher with nursery qualifications required. Open plan nursery with 150 part-time places. Ability to co-operate with the work of the six staff working in a multi-cultural environment. Salary 3 plus Outer London allowance. Application form and further details available on receipt of SAE from the Head Teacher, Ref. No. 28/10/1983. (01235) 100004

LONDON

CORAM CHILDREN'S CENTRE DEPUTY HEAD

The Thomas Coram Foundation for Children, which is currently recruiting for 100 staff, combines the activities of a day nursery, play group and nursery school. Applicants must be qualified and experienced in the field of early childhood education and have a proven ability to work with parents in a co-operative way. Salary is £10,000 per annum. Application form and further details available on receipt of SAE from the Director of Education, PO Box 100, Reading, RG1 1AA. (01235) 100004

Other Appointments

EAST SUSSEX ST. THOMAS C.E. (AIDED) PRIMARY SCHOOL, Hove, BN1 3DP. Vacancy for a Deputy Headteacher. Salary £10,000 per annum. Application form and further details available on receipt of SAE from the Head Teacher, Ref. No. 28/10/1983. (01235) 100004

BERKSHIRE

BERKSHIRE COUNTY INFANT SCHOOL, Reading, RG1 1AA. Vacancy for a Deputy Headteacher. Salary £10,000 per annum. Application form and further details available on receipt of SAE from the Head Teacher, Ref. No. 28/10/1983. (01235) 100004

WALTHAM FOREST

WALTHAM FOREST COUNTY COUNCIL, Waltham Forest, London. Vacancy for a Deputy Headteacher. Salary £10,000 per annum. Application form and further details available on receipt of SAE from the Head Teacher, Ref. No. 28/10/1983. (01235) 100004

BUCKINGHAMSHIRE

BUCKINGHAMSHIRE COUNTY COUNCIL, High Wycombe, Bucks. Vacancy for a Deputy Headteacher. Salary £10,000 per annum. Application form and further details available on receipt of SAE from the Head Teacher, Ref. No. 28/10/1983. (01235) 100004

BUCKINGHAMSHIRE

BUCKINGHAMSHIRE COUNTY COUNCIL, High Wycombe, Bucks. Vacancy for a Deputy Headteacher. Salary £10,000 per annum. Application form and further details available on receipt of SAE from the Head Teacher, Ref. No. 28/10/1983. (01235) 100004

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JORDAN SYRIA IRAQ EASTERN TURKEY NORTH INDIA - KASHMIR SOUTH INDIA - SRI LANKA
Travel and holiday agents for 1983. Brochure from: HANF OYERLAND, 27 STANTON ROAD, STANTON, LONDON SW14. Tel: 01-764 6669

CAP D'AGDE
This sophisticated French Mediterranean resort is the only exclusive holiday village (featured on TV) for a completely satisfying holiday with a difference. Superior fully equipped apartments or villas. Fully equipped beaches. Magnificent marina. From £118 including wide choice of travel and free membership to Sunbowl International S.A. L. Our colour brochure explains all. Enquiries: Travel Ltd, 91/93 Cranbrook Road, Ilford, IG1 4PG or ring now 01-514 0005 (24 hours).

If you're looking for a family holiday that's a bit special yet not at all expensive, you'll find the new Eurocamp colour brochure makes interesting reading. It includes lavishly equipped chalet tents (many with fridges) and luxury caravans, and is packed with camp sites that have been selected over a ten year period and are anything but ordinary. There are thirty-seven superb locations to choose from in France, Switzerland, Italy, Germany, Austria and the Spanish Costa Brava. And you're free to travel any day by car ferry - with hotels booked en route, courtesy of Eurocamp's reservation service. (Everything's arranged and included in the price.)
EUROCAMPT TRAVEL LIMITED, EDMUNDSON HOUSE, TATTON STREET, KNUITSFORD, CHESHIRE WA9 6G 6L - 4 CLAY STREET (OFF CRAWFORD STREET), LONDON W11 3JS

To find out more about Eurocamp, post the coupon or call our 24-hour brochure service on Knutsford (0565) 3844 or London (01) 935 0628.
Name _____
Address _____
Postcode _____
Eurocamp

ESSEX
County Council

SECONDARY HEADSHIPS

continued

EDUCATION DEPARTMENT

Sevenoaks Division
Appointment of

HEAD TEACHER

Swanley School
(Group 12 (roll 1505))

Required for September 1983, due to the retirement of the present post holder, a Headteacher for this mixed 11-18 purpose built comprehensive school.

Application forms and further details available from and returnable to the Divisional Education Officer, 66 London Road, Sevenoaks.

Please enclose s.a.e. Closing date: 28th January, 1983.

SHEPWAY DIVISION

Appointment of

HEAD TEACHER

Wyndgate Secondary School
Folkestone

(Group 11 (roll 1227))

Applications are invited for the post of Headteacher of this secondary modern school for boys and girls. The successful applicant will be required to take up duty at the beginning of the Autumn Term 1983.

Application forms and further details from the Divisional Education Officer, 3 Shorncliffe Road, Folkestone, Kent CT20 2BQ.
Closing date: 28th January, 1983.



- FRINGE AREA LONDON ALLOWANCE £231 p.a. THROUGHOUT THE COUNTY.
- Temporary housing may be available.
- Generous relocation expenses in approved cases.
- Complete "Survey Teaching Vacancy List" available on request.

HEADSHIP

ROSEBURY SCHOOL, Epsom.

HEADTEACHER required from the commencement of the Autumn Term 1983 or earlier if possible for this Group 11 Secondary (Girls) School for pupils aged 12-18 years. Estimated number of pupils on roll (January 1983) 844.

Salary scale £18,458-£17,882 p.a.
Application form and further details available from County Education Officer (TP/MVB), County Hall, Kingston-upon-Thames, Surrey KT1 2DJ (s.a.e. please).
Application forms to be returned not later than 21st January, 1983.

WOLVERHAMPTON BOROUGH COUNCIL

Wolverhampton Girls' High School
(NOR 615)

(Readvertisement)

Required for Easter 1983

SECOND MISTRESS/MASTER (GROUP 10)

Applications are invited from experienced graduate teachers for the post of Second Mistress/Master in this selective girls' school. The successful applicant will have responsibilities for time-labelling, staff and day to day supervision in addition to other duties.

Application forms and further details are available from the Director of Education, Education Department, Civic Centre, St Peter's Square, Wolverhampton WV1 1NR, to whom they should be returned within 14 days of this advertisement. (SAE please).

Wolverhampton is an equal opportunity employer and vacancies are open to both sexes, all races and registered disabled people.

WARWICKSHIRE

COLESHILL SCHOOL,
COUNTRY ROAD, COLESHILL,
Warwick CV34 5JH
(1984 on roll including 96
in sixth form)

Salary scale: Group 11
£11,458-£17,763

Applications are invited for the post of Head which will be a full time post. This is an 11-18 comprehensive school with a small entry at 11-14 with the bulk of the entry is admitted at 14-17.

Application form and further details can be obtained from the County Education Officer (ref: 88/7/3), 25 Northgate Street, Warwick CV34 3JH (1984).

WILTSHIRE

NEW COLLEGE

Please see advertisement for the post of Principal in the Sixth Form and Tertiary College section page 40-41

Deputy Headships

Second Masters/

Mistresses

DERBYSHIRE

EDUCATION COMMITTEE

ALVASTON JUNIOR

SCHOOL, Alvaston,

Derby DE3 3JF

DEPUTY HEADTEACHER

Group 6. Estimated NOR

370

Required from Easter

1983.

Further details and ap-

plications available from

and returnable to the

Headteacher.

DERBYSHIRE COUNTY

COUNCIL, AN EQUAL

OPPORTUNITY EMPLOYER

PLYMOUTH (1983/84) 130012

DEVON

Plumpton has displayed advertisement on page 41. (101879) 130018

DORSET

HIGHCLIFFE

PERKINS SCHOOL, Highcliffe,

(Age Range 11-18)

Master/Mistress Group 10.

Application forms and further details from the Head-

teacher on receipt of 130012

EAST SUSSEX

WILLIAM PARKER SCHOOL,

Willingdon, Brighton BN1 1JH

Comprehensive Boys 11-18.

Voluntary September 1983.

Required for Easter 1983.

Salary scale £11,458-£17,763

Application forms and further details from the Head-

teacher on receipt of 130012

ESSEX

THE SANDON SCHOOL,

Sandon, Leamington Spa CV34 5JH

Comprehensive Boys 11-18.

Voluntary September 1983.

Required for Easter 1983.

Salary scale £11,458-£17,763

Application forms and further details from the Head-

teacher on receipt of 130012

ST. BENEDICT'S R.C.

COMPREHENSIVE SCHOOL,

St. Benedict's, Colchester CO1 2JH

Comprehensive Boys 11-18.

Voluntary September 1983.

Required for Easter 1983.

Salary scale £11,458-£17,763

Application forms and further details from the Head-

teacher on receipt of 130012

HERTFORDSHIRE

THE BROWELL SCHOOL,

Telford Avenue, Stenage,

Hertfordshire SG4 6JH

Comprehensive (11-18) school, 850

entry (101)

Required for April 1983, if

possible, for Easter 1983.

Salary scale £11,458-£17,763

Application forms and further details from the Head-

teacher on receipt of 130012

WOLVERHAMPTON BOROUGH COUNCIL

Wolverhampton Girls' High School

(NOR 615)

(Readvertisement)

Required for Easter 1983

SECOND MISTRESS/MASTER (GROUP 10)

Applications are invited from experienced graduate teachers for the post of Second Mistress/Master in this selective girls' school. The successful applicant will have responsibilities for time-labelling, staff and day to day supervision in addition to other duties.

Application forms and further details are available from the Director of Education, Education Department, Civic Centre, St Peter's Square, Wolverhampton WV1 1NR, to whom they should be returned within 14 days of this advertisement. (SAE please).

Wolverhampton is an equal opportunity employer and vacancies are open to both sexes, all races and registered disabled people.

HILLINGDON

LONDON BOROUGH OF

WALSINGHAM R.C.

SCHOOL, Hayes,

Middlesex UB8 0LT

(Mixed comprehensive 11-18

1800 on roll)

Salary scale: Group 11

£11,458-£17,763

Applications are invited for the post of Head which will be a full time post. This is an 11-18 comprehensive school with a small entry at 11-14 with the bulk of the entry is admitted at 14-17.

Application form and further details can be obtained from the County Education Officer (ref: 88/7/3), 25 Northgate Street, Warwick CV34 3JH (1984).

WILTSHIRE

NEW COLLEGE

Please see advertisement for the post of Principal in the Sixth Form and Tertiary College section page 40-41

DERBYSHIRE

EDUCATION COMMITTEE

ALVASTON JUNIOR

SCHOOL, Alvaston,

Derby DE3 3JF

DEPUTY HEADTEACHER

Group 6. Estimated NOR

370

Required from Easter

1983.

Further details and ap-

plications available from

and returnable to the

Headteacher.

DERBYSHIRE COUNTY

COUNCIL, AN EQUAL

OPPORTUNITY EMPLOYER

PLYMOUTH (1983/84) 130012

DEVON

Plumpton has displayed advertisement on page 41. (101879) 130018

DORSET

HIGHCLIFFE

PERKINS SCHOOL, Highcliffe,

(Age Range 11-18)

Master/Mistress Group 10.

Application forms and further details from the Head-

teacher on receipt of 130012

EAST SUSSEX

WILLIAM PARKER SCHOOL,

Willingdon, Brighton BN1 1JH

Comprehensive Boys 11-18.

Voluntary September 1983.

Required for Easter 1983.

Salary scale £11,458-£17,763

Application forms and further details from the Head-

teacher on receipt of 130012

ESSEX

THE SANDON SCHOOL,

Sandon, Leamington Spa CV34 5JH

Comprehensive Boys 11-18.

Voluntary September 1983.

Required for Easter 1983.

Salary scale £11,458-£17,763

Application forms and further details from the Head-

teacher on receipt of 130012

ST. BENEDICT'S R.C.

COMPREHENSIVE SCHOOL,

St. Benedict's, Colchester CO1 2JH

Comprehensive Boys 11-18.

Voluntary September 1983.

Required for Easter 1983.

Salary scale £11,458-£17,763

Application forms and further details from the Head-

teacher on receipt of 130012

HERTFORDSHIRE

THE BROWELL SCHOOL,

Telford Avenue, Stenage,

Hertfordshire SG4 6JH

Comprehensive (11-18) school, 850

entry (101)

Required for April 1983, if

possible, for Easter 1983.

Salary scale £11,458-£17,763

Application forms and further details from the Head-

teacher on receipt of 130012

WOLVERHAMPTON BOROUGH COUNCIL

Wolverhampton Girls' High School

(NOR 615)

(Readvertisement)

Required for Easter 1983

SECOND MISTRESS/MASTER (GROUP 10)

Applications are invited from experienced graduate teachers for the post of Second Mistress/Master in this selective girls' school. The successful applicant will have responsibilities for time-labelling, staff and day to day supervision in addition to other duties.

Application forms and further details are available from the Director of Education, Education Department, Civic Centre, St Peter's Square, Wolverhampton WV1 1NR, to whom they should be returned within 14 days of this advertisement. (SAE please).

Wolverhampton is an equal opportunity employer and vacancies are open to both sexes, all races and registered disabled people.

WOLVERHAMPTON BOROUGH COUNCIL

Wolverhampton Girls' High School

(NOR 615)

(Readvertisement)

Required for Easter 1983

SECOND MISTRESS/MASTER (GROUP 10)

Applications are invited from experienced graduate teachers for the post of Second Mistress/Master in this selective girls' school. The successful applicant will have responsibilities for time-labelling, staff and day to day supervision in addition to other duties.

Application forms and further details are available from the Director of Education, Education Department, Civic Centre, St Peter's Square, Wolverhampton WV1 1NR, to whom they should be returned within 14 days of this advertisement. (SAE please).

Wolverhampton is an equal opportunity employer and vacancies are open to both sexes, all races and registered disabled people.

SALFORD

EDUCATION DEPARTMENT

WOLVERHAMPTON BOROUGH COUNCIL

ST MARY'S RC (A) JAI

Wolverhampton WV10 5PQ

(Re-advertisement)

Required for Easter 1983

Group 5.

Applications are invited from experienced graduate teachers for the post of Head which will be a full time post. This is an 11-18 comprehensive school with a small entry at 11-14 with the bulk of the entry is admitted at 14-17.

Application form and further details can be obtained from the County Education Officer (ref: 88/7/3), 25 Northgate Street, Warwick CV34 3JH (1984).

WILTSHIRE

NEW COLLEGE

Please see advertisement for the post of Principal in the Sixth Form and Tertiary College section page 40-41

DERBYSHIRE

EDUCATION COMMITTEE

ALVASTON JUNIOR

SCHOOL, Alvaston,

Derby DE3 3JF

DEPUTY HEADTEACHER

Group 6. Estimated NOR

370

Required from Easter

1983.

Further details and ap-

plications available from

and returnable to the

Headteacher.

DERBYSHIRE COUNTY

COUNCIL, AN EQUAL

OPPORTUNITY EMPLOYER

PLYMOUTH (1983/84) 130012

DEVON

Plumpton has displayed advertisement on page 41. (101879) 130018

DORSET

HIGHCLIFFE

PERKINS SCHOOL, Highcliffe,

(Age Range 11-18)

Master/Mistress Group 10.

Application forms and further details from the Head-

teacher on receipt of 130012

•

Other Assistant:

SURREY
Required immediate
qualified and
teacher for a class
old children. The
will be made with
retirement, within
school year, of the
headmistress.
Applications will
made in writing to
Bralby House School,
lands Avenue, New
Surrey. (01718)

WEST SUSSEX
P.E./GEOGRAPHY
required April, 198
Geography to C.E.

Preparatory School

GLoucester
WYCLIFFE COLLEGE
JUNIOR SCHOOL
11 A.P.R. School, 1
approx. half board
Prep. Department
April, 1983.
Applications are
this post which
vacant in September
the retirement of
Timperley, M.A. &
for January, will
be considered.
Further particu-
lar form of applica-
tion should be sent
to the Council of
Wycliffe College.

NORTH YORK
HEADSHIP OF
ITALIAN
Seattle, North
Cattaraugus High School
Junior Department
Principal (School
District Office)
G.B.A., The pres-
ent member of the
board will be re-
elected to the
Summer Term
Autumn Term in
positions as in-
struction with a
background of ex-
perience in
including re-

**Deputy Heads
Second Master**

SURREY

ST. HILARY'S School of Cadet Training, Surrey (I.A.F.S. Day) has a vacancy for 340 boys (5-13).

Required in September well-qualified and energetic teacher to take charge of 7-10 year olds. The successful candidate could be offered of Deputy Head of School. Salary from 1985.

Burnham Scale 10, permanent Superannuation, London Fringe & other public sector benefits. The Headmaster

SCHOOL SOUTH
ys: 230 in Sixth For
m September 198
OF FREN
Language Depa

And
ASSISTANT
OF PHYS
apply to the Head Ma
Kelfett Road, Southa

sent together with
addresses of two
4 January, 1983.

Some vacant on 1 September 1983.

Application Forms and details are obtainable from the Headmaster's Secretary (tel: Chobham 8084) to whom completed forms should be returned by not later than 31 January 1983.

An Assistant Housemistress is required for the Six Form House from September, 1983. All Housemistresses are teachers and applicants should indicate their academic subject.

Whitley Scale, entry dependent upon qualifications and experience.

Applications for these posts should be sent to the Headmaster's Secretary on Friday January 28, to the Headmaster's Secretary from whom further details are available.

MOIRA HOUSE SCHOOL, EASTBOURNE
RAT 515528 AND 515529

There will be a vacancy for a well qualified graduate to teach

ected of all members of the staff that they are committed to the extra-curricular activities of the School.

1. The School has its own salary scale, and remuneration is commensurate with experience and qualifications. Accommodation is usually available.

For further details please write to the Headmaster at the above address. Applications, together with full curriculum vitae and the names of two referees, should be sent to the Headmaster by 1 January.

There will be a vacancy for a well
qualified and experienced

pected of all members of the staff that they shall be committed to the extra-curricular activities of the School. The School has its own salary scale, and remuneration is usually available.

Further details please write to the Headmaster of all applications, together with full curriculum vitae and the names of two referees, should be sent to the Headmaster by 15th January.

HEAD OF FRENCH

In large Modern Language Department

**AN ASSISTANT
TEACHER OF PHYSICS**

For full details please apply to the Head Master, Mr. Dobson, at the School, Kelfelt Road, Southampton SO9 3FP.

Applications should be sent together with curriculum vitae and the names and addresses of two referees.

PREPARATORY SCHOOLS

continued

By Subject Classification

English

Other Assistants

SURREY

THE HAYTHORNES
Preparatory School, Betchingham
(TAPs, Bouching and Day, 110
boys)
Qualified and experienced
teacher required for April 1983
to teach English to P.5, P.6,
and P.7. The school is a small
preparatory school with a strong
emphasis on the English language.
Salary: £20,000 - £22,000 p.a.
Further details and application
forms available from the Principal,
The Haythornes, Betchingham,
Surrey KT24 6AT. (0514) 244444

Physical Education

Other Assistants

SURREY

Required for April 1983
to teach Physical Education to
P.5, P.6, and P.7. The school is a
small preparatory school with a
strong emphasis on the English
language. Salary: £20,000 -
£22,000 p.a. Further details and
application forms available from
the Principal, The Haythornes,
Betchingham, Surrey KT24 6AT.
(0514) 244444

Other than by Subject
Classification

Other Assistants

BERKSHIRE

Dedicated and enthusiastic
teacher required for April 1983
to teach English to P.5, P.6,
and P.7. The school is a small
preparatory school with a strong
emphasis on the English language.
Salary: £20,000 - £22,000 p.a.
Further details and application
forms available from the Principal,
The Haythornes, Betchingham,
Surrey KT24 6AT. (0514) 244444

Colleges of Further
EducationDirectors
and Principals

WILTSHIRE

Head of Department (Grade V) Business & General Education
Further details and application forms available from the Principal,
The Haythornes, Betchingham, Surrey KT24 6AT. (0514) 244444

Other Appointments

BARKING & DAGENHAM

BAKING COLLEGE OF FURTHER EDUCATION
Head of Department (Grade V) Business & General Education
Further details and application forms available from the Principal,
The Haythornes, Betchingham, Surrey KT24 6AT. (0514) 244444

BRENT

LONDON BOROUGH OF BRENT
Head of Department (Grade V) Business & General Education
Further details and application forms available from the Principal,
The Haythornes, Betchingham, Surrey KT24 6AT. (0514) 244444

BRENT

LONDON BOROUGH OF BRENT
Head of Department (Grade V) Business & General Education
Further details and application forms available from the Principal,
The Haythornes, Betchingham, Surrey KT24 6AT. (0514) 244444

BRENT

LONDON BOROUGH OF BRENT
Head of Department (Grade V) Business & General Education
Further details and application forms available from the Principal,
The Haythornes, Betchingham, Surrey KT24 6AT. (0514) 244444

BRENT

LONDON BOROUGH OF BRENT
Head of Department (Grade V) Business & General Education
Further details and application forms available from the Principal,
The Haythornes, Betchingham, Surrey KT24 6AT. (0514) 244444

CUMBRIA

COUNTY COUNCIL
Head of Department (Grade V) Business & General Education
Further details and application forms available from the Principal,
The Haythornes, Betchingham, Surrey KT24 6AT. (0514) 244444

Colleges of Further
EducationDirectors
and Principals

WILTSHIRE

Head of Department (Grade V) Business & General Education
Further details and application forms available from the Principal,
The Haythornes, Betchingham, Surrey KT24 6AT. (0514) 244444

Other Appointments

BARKING & DAGENHAM

BAKING COLLEGE OF FURTHER EDUCATION
Head of Department (Grade V) Business & General Education
Further details and application forms available from the Principal,
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LONDON BOROUGH OF BRENT
Head of Department (Grade V) Business & General Education
Further details and application forms available from the Principal,
The Haythornes, Betchingham, Surrey KT24 6AT. (0514) 244444

Ministry of Defence
Burnham Lecturer
Grade I (Russian)
HMS Mercury, Petersfield, Hants

Applications are invited from suitably qualified persons to fill the post in May 1983.

HMS Mercury conducts formal training in Russian to specially selected Naval recruits and is responsible for the basic training course as well as advancement courses.

QUALIFICATIONS: The ideal candidate should have the following qualifications:

- a. A native or very good knowledge of the Russian language.
- b. A high level of proficiency in spoken and written English and Russian.
- c. Language teaching experience at Secondary or FE level.
- d. A university degree in modern languages or the equivalent and/or service interpretation or similar qualifications.

SALARY will be in accordance with the Scales for Teachers in Establishments for Further Education, England and Wales, i.e. £25,366-£29,267 per annum. In addition a pensionable allowance of 17% of salary will also be paid for the slightly longer working year.

SUPERANNUATION. The appointment is superannuable under the Teachers' Superannuation Scheme and the successful candidate will be granted established civil servant status.

Application Forms and further details are obtainable from Ministry of Defence, CM(94/L), Room 339, Lagoon House, Theobalds Road, London WC1X 8RY and should be returned to this address by no later than 28th January, 1983 quoting reference AW1602.

NORTH YORKSHIRE COUNTY COUNCIL
Scarborough
Technical
College

Applications are invited from suitably qualified and experienced persons for the following posts:

DEPARTMENT OF BUSINESS STUDIES

LECTURER GRADE I

BUSINESS SUBJECTS INCLUDING

COMPUTER STUDIES

DEPARTMENT OF CATERING AND

COMMUNITY SERVICES

SENIOR LECTURER

(CATERING/DEPUTY HEAD

Salaries: Burnham LI £5,355-£9,267
S.L. £10,173-£11,984

Further details and application forms available from: The Principal, Scarborough Technical College, Lady Edith's Drive, Scarborough YO12 8RN. Telephone: (0723) 72106 and should be returned by 21 January 1983.

LONDON BOROUGH OF HARINGEY
TOTTENHAM COLLEGE
OF TECHNOLOGY

High Road, London N15 4RU
Telephone: 01-802 2111

Principal: J. R. Parry Williams, MSc, PhD, FRES, FIBiol.
Post 1. Required from 1st January 1983 or as soon as possible thereafter:

MANAGER

Rosebery Training Workshop

Salary: Senior Lecturer scale: £11,007-£13,860 per annum inclusive of London Weighting (with a bar at £12,789)

(N.J.C. Conditions of Service)
Applications are invited from men or women with appropriate qualifications and industrial/commercial experience, preferably with experience of training schemes for the young unemployed, to take charge of a newly-established 60 place training workshop funded by the Manpower Services Commission involving production schedules in furniture, electrical and mechanical repair, catering and clerical services.

Applications are invited from suitably qualified persons for the following two posts: available from 1st February 1983, or as soon as possible thereafter:

Post 2. LECTURER GRADE I in

ELECTRONICS

to teach Electronics and Microelectronics to T.E.C. and Craft courses. The ability to offer some Electrical Engineering subjects would be advantageous.

Post 3. LECTURER GRADE I in

ELECTRICAL ENGINEERING

to teach Electrical Power and Installation subjects to a range of T.E.C. and Craft courses.

SALARY: LECTURER GRADE I: Within the range £8,189 to £10,103 per annum inclusive of London Weighting (Starting salary above the minimum may be paid according to qualifications and experience.)

Further information and forms of application available on receipt of a stamped addressed envelope, from the Vice Principal (H8) to whom they should be returned within 14 days of the appearance of this advertisement.

COLLEGES OF FURTHER
EDUCATION

continued

GATESHEAD

GATESHEAD TECHNICAL COLLEGE
Durham Road, Gateshead

Applications are invited for the following posts, duties to commence as soon as possible:

Post Ref. A5 - LECTURER

in SECRETARIAL SKILLS

Post Ref. A1 - LECTURER

in PAIR AND PAINTING

Post Ref. A2 - LECTURER

in VEHICLE PARTS

Post Ref. G4 - LECTURER

in MATHEMATICS AND

Salary will be in accordance with the Scales for Teachers in Establishments for Further Education, England and Wales, i.e. £25,366-£29,267 per annum. In addition a pensionable allowance of 17% of salary will also be paid for the slightly longer working year.

Application Forms and further details are obtainable from Ministry of Defence, CM(94/L), Room 339, Lagoon House, Theobalds Road, London WC1X 8RY and should be returned to this address by no later than 28th January, 1983 quoting reference AW1602.

Thyside
Regional Council

Kingsey Technical College, Old Glamis Road, Dundee

Applications are invited from suitably qualified and experienced persons for the following posts:

LECTURER B IN COMPUTER STUDIES

Salary scale: £7,314-£9,618

The work of this post will involve lecturing and associated duties in microcomputing and will involve a commitment to curriculum development in that field.

LECTURER A IN MICROTECHNOLOGY

Salary Scale: £7,956-£12,561

The work of this post will involve 'curricular' design, course organisation and lecturing and associated duties in the use of microprocessors in product design and a wide range of interfacing techniques.

Application forms and further information may be obtained from the Principal at the above address. To whom completed applications should be returned by Friday, 21 January, 1983.

Lancashire
County Council

NELSON & COLNE COLLEGE,
SCOTLAND ROAD, NELSON

September 1983

LECTURER II - VISUAL STUDIES WITH SPECIAL

RESPONSIBILITY AS CO-ORDINATOR OF THE 2nd

YEAR CREATIVE ARTS FOUNDATION COURSE.

THIS COURSE IS AN INNOVATIVE PROGRAMME

PREPARING STUDENTS FOR ENTRY TO B.A. AND

HIGHER DIPLOMA COURSES IN A WIDE VARIETY

OF ARTS SPECIALISMS.

Further details from The Chief Administrative Officer, Nelson & Colne College, Scotland Road, Nelson, Lancs BB9 7YT. (SAE please).

Closing date: 17th January 1983.

ACCRINGTON & ROSSENDALE COLLEGE

As soon as possible

LECTURER GRADE I - LIBERAL STUDIES TO

CRAFT AND T.E.C. COURSES.

Further details from The District Education Officer, Education Office, Ewbank House, Accrington. (SAE please).

Closing date: 17th January, 1983.

BURLEY COLLEGE OF ARTS AND

TECHNOLOGY,
SHOREY BANK, OFF ORMEROD ROAD,
BURLEY.

As soon as possible (until 31st August 1983)

LECTURER I - DATA PROCESSING (TEMPORARY)

£5,355-£9,267. TO EACH DATA PROCESSING

COURSE AND TO ASSIST WITH THE TEACHING

OF NUMERACY AND ACCOUNTS. APPLICANTS

SHOULD POSSESS AN APPROPRIATE DEGREE

OR EQUIVALENT PROFESSIONAL QUALIFICATION

AND PREFERABLY HAVE RELEVANT INDUSTRIAL

OR PUBLIC SECTOR EXPERIENCE

IN DATA PROCESSING.

Forms/further details from The Principal at the College. (SAE please).

Closing date: 17th January, 1983.

HEREFORD &
WORCESTER
COUNTY COUNCIL

KIDDERMINSTER
COLLEGE

In association with
THE POLYTECHNIC,
WOLVERHAMPTON

DEPARTMENT OF
CARPET AND ART
DESIGN

TWO ASSOCIATE
TECHNICIAN POSITIONS
(approximately half full-
time and half part-time)
in the Department of
Carpet and Art Design

Full details and application
forms from the Principal,
Kidderminster College,
Kidderminster, Worcestershire,
B53 7JH.

Applications should be
submitted by 15th January
1983 to the Principal,
Kidderminster College,
Kidderminster, Worcestershire,
B53 7JH.

SALARY SCALE: The
appropriate proportion of
£11,816 to £12,561 (bar at
£11,844).

Further details and forms
of application may be
obtained from the Principal,
Kidderminster College,
Kidderminster, Worcestershire,
B53 7JH. Tel: (0582) 220026

HILLINGDON

LONDON BOROUGH OF
HILLINGDON

UXBRIDGE TECHNICAL
COLLEGE

Applications are invited for the following appointments, duties to commence as soon as possible or as soon as possible thereafter:

BUSINESS & PROFESSIONAL STUDIES DEPARTMENT

SENIOR LECTURER IN
COMPUTER STUDIES

Salary scale: £7,314-£9,618

Applications are invited from suitably qualified and experienced persons for the following posts:

LECTURER B IN COMPUTER STUDIES

Salary scale: £7,314-£9,618

The work of this post will involve lecturing and associated duties in microcomputing and will involve a commitment to curriculum development in that field.

LECTURER A IN MICROTECHNOLOGY

Salary Scale: £7,956-£12,561

The work of this post will involve 'curricular' design, course organisation and lecturing and associated duties in the use of microprocessors in product design and a wide range of interfacing techniques.

Application forms and further information may be obtained from the Principal at the above address. To whom completed applications should be returned by Friday, 21 January, 1983.

DEPARTMENT OF

LANGUAGE AND GENERAL

LECTURER I in Modern

Required as soon as possible, to teach French to students in the Department of Language and General Studies. The successful candidate will be responsible for the delivery of the course and for the supervision of the students.

This is a re-advertisement and previous applications need not be resubmitted.

DEPARTMENT OF MATHEMATICS AND COMPUTING

Required for 1st May 1983, to teach Mathematics to students in the Department of Mathematics and Computing. The successful candidate will be responsible for the delivery of the course and for the supervision of the students.

Applications should be submitted by 15th January 1983 to the Principal, Hillingdon Technical College, Hillingdon, London NW5 2LJ. Tel: (0181) 275 0411.

DEPARTMENT OF OFFICE STUDIES

Grade I in Office

Applications are invited from suitably qualified candidates to teach Office Studies to students in the Department of Office Studies. The successful candidate will be responsible for the delivery of the course and for the supervision of the students.

Applications should be submitted by 15th January 1983 to the Principal, Hillingdon Technical College, Hillingdon, London NW5 2LJ. Tel: (0181) 275 0411.

LEEDS

COLLEGE OF BUILDING

North Street, Leeds LS1 7QT

Principal: A. Shaker, C.M.A.

Applications are invited from suitably qualified persons to fill the following posts, duties to commence as soon as possible:

LECTURER I in DATA PROCESSING (TEMPORARY)

£5,355-£9,267. TO EACH DATA PROCESSING

COURSE AND TO ASSIST WITH THE TEACHING

OF NUMERACY AND ACCOUNTS. APPLICANTS

SHOULD POSSESS AN APPROPRIATE DEGREE

OR EQUIVALENT PROFESSIONAL QUALIFICATION

LEICESTERSHIRE
COUNTY COUNCIL

BROOKSBY
AGRICULTURAL
COLLEGE

Melton Mowbray,
Leicestershire

Applications are invited for the following posts, duties to commence as soon as possible:

LECTURER IN CROP PRODUCTION

Salary: £11,816-£12,561 (bar at £11,844)

Further details and application forms from the Principal, Leicestershire County Council, Leicestershire, LE1 1JH.

LONDON

INNER LONDON
EDUCATION AUTHORITY

CITY & EAST LONDON
COLLEGE

Applications are invited for the following appointments, duties to commence as soon as possible or as soon as possible thereafter:

BUSINESS & PROFESSIONAL STUDIES DEPARTMENT

SENIOR LECTURER IN
COMPUTER STUDIES

Salary scale: £7,314-£9,618

Applications are invited from suitably qualified and experienced persons for the following posts:

LECTURER B IN COMPUTER STUDIES

Salary scale: £7,314-£9,618

The work of this post will involve lecturing and associated duties in microcomputing and will involve a commitment to curriculum development in that field.

LECTURER A IN MICROTECHNOLOGY

Salary Scale: £7,956-£12,561

The work of this post will involve 'curricular' design, course organisation and lecturing and associated duties in the use of microprocessors in product design and a wide range of interfacing techniques.

Application forms and further information may be obtained from the Principal at the above address. To whom completed applications should be returned by Friday, 21 January, 1983.

DEPARTMENT OF

LANGUAGE AND GENERAL

LECTURER I in Modern

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This is a re-advertisement and previous applications need not be resubmitted.

DEPARTMENT OF MATHEMATICS AND COMPUTING

Required for 1st May 1983, to teach Mathematics to students in the Department of Mathematics and Computing. The successful candidate will be responsible for the delivery of the course and for the supervision of the students.

Applications should be submitted by 15th January 1983 to

THE OPEN UNIVERSITY

Summer School
Tutorial Staff

Appointments for one or two weeks are available at the Open University's summer schools held at universities throughout Great Britain between 2nd July and 3rd September 1983.

Tutor Posts in the Faculty of Arts

Tutors qualified in:
History, Music, Architecture and Design, Literature, Philosophy and Art History in particular.

Tutor Posts in the Faculty of Social Sciences

Tutors experienced in teaching introductory level Social Science and in interdisciplinary teaching, qualified in one or more of: Economics, Human Geography, Politics, Psychology, Sociology, to teach in one of three interdisciplinary modules - Crisis and Conflict; The Fight for Shelter; Mass Media and Social Definitions; Sexual Divisions and Society.

DS262 - Introduction to Psychology

Tutors with experience of Experimental Methodology in different areas of Psychology.

DS303 - Cognitive Psychology

Tutors qualified in Experimental Psychology. Computer experience desirable.

DS204 - Fundamentals of Human Geography

Tutors qualified to teach Modern Geography, especially Urban Retailing, Rural Social Geography, Statistical Techniques.

Tutor Posts in the Faculty of Mathematics

Tutors for the following courses: Mathematics: A Foundation Course (M101), Introduction to pure Mathematics (M203), An Introduction to Calculus (M283), Mathematical Models and Methods (MST204).

Tutor Posts in the Faculty of Science

Tutors qualified in: Biology, Chemistry (Organic, Inorganic, Physical and Photochemistry), Earth Sciences and Physics.

Tutor Posts in the Faculty of Technology

Tutors qualified in Elementary Mathematics and Modelling (for Technology) (TM261), Materials Science (TM262), Systems (design, planning and management of social or technical systems), and Engineering Mechanics (TM232).

TM201 - Living with Technology

Tutors having teaching experience and qualifications in and/or interests in areas of Architecture/Planning, Energy Policy and Resources, Microprocessors, Water Quality, Materials Science/Metallurgy, Materials Resources, Mechanical Engineering, Electrical/Electronic Engineering.

TM283 - Introductory Electronics, and TM291 - Instrumentation

Tutors qualified in Electronics and/or Instrumentation: previous teaching experience an advantage.

TM292 - Art and Environment

Tutors to facilitate creative projects in a range of practical arts.

Tutor Posts for the U-Area

Tutors with teaching experience and interest in the following areas: Cultural Studies, Semiotics, Film and Television Study, Sociology and Social History.

U204 - Third World Studies

Tutors with experience of teaching Third World Studies in Higher Education.

U221 - The Changing Experience of Women

Tutors with experience of teaching Women's Studies within Higher, Further or Adult Education.

Demonstrator Posts

Graduates in Science to work in areas of Biology, Chemistry, Physics, Earth Sciences. Graduates in Science and Engineering to work in areas of Materials Science, Metallurgy, Corrosion, Systems, Chemistry (water quality experiments), Electronics/Computing (microprocessor activity), Mathematics in Psychology.

Graduates in Mathematics with some knowledge of Dynamics. For further particulars and an application form send a postcard to the Tutor Office (SS/3B), P.O. Box 82, The Open University, Milton Keynes, MK7 8AU. Completed application forms must reach the Open University by Monday 31st January 1983.

COLLEGES OF FURTHER
EDUCATION

continued

MERTON
LONDON BOROUGH OF
MERTON TECHNICAL
COLLEGE

Applications are invited for the post of Lecturer in DATA PROCESSING, Department of Statistics, required from 1st March 1983. Salary £5,355 - £9,267. Further details available from the Principal, Merton College, 100 St. Mary Street, Southampton SO8 1AB, to whom completed forms should be returned within 14 days of the appearance of this advertisement. (01803) 220026

The ideal candidate will have a degree in a teaching qualification, suitable for a significant role in departmental administration. Further details and application form can be obtained from the Principal, Merton College, 100 St. Mary Street, Southampton SO8 1AB, to whom completed forms should be returned within 14 days of the appearance of this advertisement. (01803) 220026

ROTHERHAM
METROPOLITAN
COUNCIL

TECHNOLOGY
ROTHERHAM COLLEGE
OF ARTS AND
TECHNOLOGY
ROTHERHAM S65 1EG
Required as soon as possible.

TEMPORARY SENIOR
LECTURER IN
EDUCATION
(£10,175-£11,811 p.a.)

Duties to include assisting with the development of a new provision, in-service training, and the development of adult education in the College. Further particulars from the Principal, Rotherham College, 100 St. Mary Street, Rotherham S65 1EG. (01904) 220026

Curriculum Vitae and details of two persons for reference to be sent to the Principal of the College. W.B. Mansell, Director of Personnel, Rotherham S65 1EG. (01904) 220026

SHEFFIELD
CITY OF SHEFFIELD
TECHNICAL COLLEGE

Applications are invited for the post of Lecturer in ELECTRICITY, required from 1st March 1983. Salary £5,355 - £9,267. Further details available from the Principal, Sheffield Technical College, 100 St. Mary Street, Sheffield S1 1AB, to whom completed forms should be returned within 14 days of the appearance of this advertisement. (0114) 220026

Applications are invited for the post of Lecturer in ELECTRICITY, required from 1st March 1983. Salary £5,355 - £9,267. Further details available from the Principal, Sheffield Technical College, 100 St. Mary Street, Sheffield S1 1AB, to whom completed forms should be returned within 14 days of the appearance of this advertisement. (0114) 220026

A teaching qualification and/or teaching experience will be an advantage. (1) LECTURER GRADE I (VEHICLE ENGINEERING) Applications are invited for the above post to teach Motor Vehicle Engineering. Further particulars from the Principal, Sheffield Technical College, 100 St. Mary Street, Sheffield S1 1AB, to whom completed forms should be returned within 14 days of the appearance of this advertisement. (0114) 220026

Applicants should have had appropriate experience in the above field, and preferably be a graduate in a relevant subject. Salary within the scale £5,355 - £9,267. Further details and application form can be obtained from the Principal, Sheffield Technical College, 100 St. Mary Street, Sheffield S1 1AB, to whom completed forms should be returned within 14 days of the appearance of this advertisement. (0114) 220026

Application forms are available from the Principal, Sheffield Technical College, 100 St. Mary Street, Sheffield S1 1AB, to whom completed forms should be returned within 14 days of the appearance of this advertisement. (0114) 220026

For further particulars and an application form send a postcard to the Tutor Office (SS/3B), P.O. Box 82, The Open University, Milton Keynes, MK7 8AU. Completed application forms must reach the Open University by Monday 31st January 1983.

SHERBORNE
EDUCATION COMMITTEE
OF ARTS AND TECHNOLOGY

Applications are invited for the post of Lecturer in DATA PROCESSING, required from 1st March 1983. Salary £5,355 - £9,267. Further details available from the Principal, Sherborne Education Committee, 100 St. Mary Street, Sherborne DT9 9AB, to whom completed forms should be returned within 14 days of the appearance of this advertisement. (01570) 220026

The ideal candidate will have a degree in a teaching qualification, suitable for a significant role in departmental administration. Further details and application form can be obtained from the Principal, Sherborne Education Committee, 100 St. Mary Street, Sherborne DT9 9AB, to whom completed forms should be returned within 14 days of the appearance of this advertisement. (01570) 220026

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SOUTHAMPTON
SOUTHAMPTON TECHNICAL
COLLEGE

Applications are invited for the post of Lecturer in DATA PROCESSING, required from 1st March 1983. Salary £5,355 - £9,267. Further details available from the Principal, Southampton Technical College, 100 St. Mary Street, Southampton SO8 1AB, to whom completed forms should be returned within 14 days of the appearance of this advertisement. (01803) 220026

The ideal candidate will have a degree in a teaching qualification, suitable for a significant role in departmental administration. Further details and application form can be obtained from the Principal, Southampton Technical College, 100 St. Mary Street, Southampton SO8 1AB, to whom completed forms should be returned within 14 days of the appearance of this advertisement. (01803) 220026

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UNIVERSITY
ENTRANCE AND
SCHOOL
EXAMINATIONS
COUNCIL

Applications are invited for the post of Lecturer in DATA PROCESSING, required from 1st March 1983. Salary £5,355 - £9,267. Further details available from the Principal, University Entrance and School Examinations Council, 100 St. Mary Street, Southampton SO8 1AB, to whom completed forms should be returned within 14 days of the appearance of this advertisement. (01803) 220026

The ideal candidate will have a degree in a teaching qualification, suitable for a significant role in departmental administration. Further details and application form can be obtained from the Principal, University Entrance and School Examinations Council, 100 St. Mary Street, Southampton SO8 1AB, to whom completed forms should be returned within 14 days of the appearance of this advertisement. (01803) 220026

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Ministry of Defence
Service Children's Education Authority

Applications are invited from qualified Primary Teachers of at least two years experience who are at present teaching in schools in the United Kingdom, for the following vacancies in April 1983:

HEAD OF MUSIC - SCALE 3 - OXFORD PRIMARY SCHOOL - MUNSTER, GERMANY
A suitably qualified and experienced Primary Teacher is required to organise and teach music throughout the primary school. The successful candidate will be required to conduct school based in-service training. There are currently 425 children on roll and 21 staff.

HEAD OF LOWER SCHOOL - SCALE 3 - SHACKLETON PRIMARY SCHOOL, FALLINGBOSSEL, GERMANY
An experienced and enthusiastic person is required to lead a team of six teachers. The successful candidate will be directly involved in the organisation, curriculum and general development of education between the ages of 5 and 8.

An ability to offer music or some other curriculum strength throughout the primary age range would be an advantage, but not a prerequisite.
There will be responsibility for a vertically grouped reception/middle infant class initially.
There are currently 250 pupils on roll and 12 staff.

Conditions of Service
Salary is in accordance with the current Burnham scales plus a London Allowance of £834 p.a. Superannuation - normal rights are safeguarded. Foreign Service Allowance - a tax free allowance is payable. Accommodation - is provided rent free.

Duration of Engagement - Initial engagement is for three years. All applicants should normally be resident in the United Kingdom. Teachers do not normally serve in the Service Children's Schools abroad after the age of 50, and therefore, applicants should be under 47 years at the commencement of the engagement.

The closing date for the receipt of applications is 19 Jan 83. Requests for application forms should be made on a post card or by telephone, before 10 pm to:
Service Children's Education Authority
MOD/538
Teachers Appointments Section
IAE, Court Road, Eltham,
London SE8 5NS
Telephone: 01-859 2112
Ext. 221 or 238

THE TIMES
EDUCATIONAL
SUPPLEMENT

The newspaper of higher education provides a job board for all universities.

It has a large established academic readership in universities and polytechnics and other areas from which staff are recruited. Recent research shows that it is the paper selected by the academic community as being a top source of information for recruitment.

For further information on how to book in advertising space please contact: The Times Educational Supplement, 100 St. Mary Street, Southampton SO8 1AB, to whom completed forms should be returned within 14 days of the appearance of this advertisement. (01803) 220026

THE UNIVERSITY OF
WARWICK

Applications are invited for the post of Lecturer in DATA PROCESSING, required from 1st March 1983. Salary £5,355 - £9,267. Further details available from the Principal, University of Warwick, 100 St. Mary Street, Southampton SO8 1AB, to whom completed forms should be returned within 14 days of the appearance of this advertisement. (01803) 220026

The ideal candidate will have a degree in a teaching qualification, suitable for a significant role in departmental administration. Further details and application form can be obtained from the Principal, University of Warwick, 100 St. Mary Street, Southampton SO8 1AB, to whom completed forms should be returned within 14 days of the appearance of this advertisement. (01803) 220026

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Fellowships,
Studentships and
Research Awards

Examiners

THE ASSOCIATED EXAMINING BOARD

The Board invites applications for the post of Chief Examiner in the following subjects: ADVANCED LEVEL, for the 1985 examination.

Applicants should have a degree or equivalent qualification in a relevant subject, minimum of four years' relevant teaching experience and experience of examining at Advanced Level.

Further information and an application form may be obtained from The Secretary, Associated Examining Board, Wellington House, 13 Bedford Square, London WC1R 4EJ. Tel: 01-462 5555. Closing date: 28th January 1983. 655555

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Miscellaneous

DORSET

INSTRUMENTAL MUSIC

Required from April 1983, a suitably qualified person to teach instrumental music in the County of Dorset. The successful candidate will be responsible for the instrumental music in the County of Dorset as well as having oversight of the instrumental music in the County of Dorset.

Other responsibilities include organising recitals for schools, encouraging the growth of area ensembles, and involvement with the County Youth Orchestra.

Salary: Burnham Scale 3. A car is essential.

Application forms (returnable by 31st January) may be obtained from The County Education Officer, Dorset County Council, Dorchester, Dorset DT1 1XJ. Tel: 01306 824. Closing date: 28th January 1983. 655555

ROUNDSLOW

CRANFORD COMMUNITY

High Street, Cranford, High Wycombe, Bucks. HP8 4JL. Tel: 01494 801. Closing date: 28th January 1983. 655555

LEE ABBEY

LAY CHAPLAIN AT LEE

Applications are invited for the post of Lay Chaplain at Lee Abbey, Devon. The successful candidate will be responsible for the spiritual care of the community in Lee Abbey, Devon. The successful candidate will be responsible for the spiritual care of the community in Lee Abbey, Devon.

LEICESTERSHIRE

MULTI-CULTURAL EDUCATION

Leicestershire Education Authority. Multi-cultural education. The successful candidate will be responsible for the multi-cultural education in Leicestershire. The successful candidate will be responsible for the multi-cultural education in Leicestershire.

PERTSHIRE

DALQUISH CENTRE

Dalquish Centre, Perth. The successful candidate will be responsible for the Dalquish Centre in Perth. The successful candidate will be responsible for the Dalquish Centre in Perth.

PART-TIME

MODERN LANGUAGES

Part-time Modern Languages. The successful candidate will be responsible for the part-time Modern Languages in the school. The successful candidate will be responsible for the part-time Modern Languages in the school.

WELSH JOINT EDUCATION COMMITTEE

CYD-BWYLLGOR ADDYSG CYMRU

Appointments of Examiners. The successful candidate will be responsible for the appointments of Examiners in the Welsh Joint Education Committee. The successful candidate will be responsible for the appointments of Examiners in the Welsh Joint Education Committee.

GENERAL CERTIFICATE OF EDUCATION

1983 Assistant Examiners in History and Geography

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1983 Assistant Examiners in Additional Mathematics

Ordinary Level

Ordinary Level. The successful candidate will be responsible for the Ordinary Level in the school. The successful candidate will be responsible for the Ordinary Level in the school.

1983 Assistant Examiners in English Language and English Literature

1983 Chief Examiner in Design, Craft & Technology

Applications are also invited in all subjects at General Certificate of Secondary Education level, and these will be placed in a bank and considered as vacancies occur.

It is not the practice of GCE Advanced and Ordinary Level examinations teachers who are preparing candidates for WJEC examinations.

Further particulars and application forms to be returned by 28 January 1983 may be obtained from J. L. Bree, Secretary, Welsh Joint Education Committee, 245 Western Avenue, Cardiff CF1 2YX. A stamped addressed envelope should be enclosed and the outer envelope should be endorsed Examinations.

Outdoor Education

CUMBRIA

OUTWARD BOUND

Outward Bound. The successful candidate will be responsible for the Outward Bound in Cumbria. The successful candidate will be responsible for the Outward Bound in Cumbria.

DEVON

THE RIVER DART

The River Dart. The successful candidate will be responsible for the River Dart in Devon. The successful candidate will be responsible for the River Dart in Devon.

TEMPORARY MANAGERS

POL provide a vast range of services

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DYED

Required Canoeing, Canoeing, Canoeing

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HAMPSHIRE

SAILING SCHOOL MANAGER

Sailing School Manager. The successful candidate will be responsible for the Sailing School Manager in Hampshire. The successful candidate will be responsible for the Sailing School Manager in Hampshire.

PERTSHIRE

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MINI-OUTDOOR VEN-

Mini-Outdoor Ven. The successful candidate will be responsible for the Mini-Outdoor Ven in the school. The successful candidate will be responsible for the Mini-Outdoor Ven in the school.

DEVON

SKERN LODGE OUTDOOR CENTRE

Skern Lodge Outdoor Centre. The successful candidate will be responsible for the Skern Lodge Outdoor Centre in Devon. The successful candidate will be responsible for the Skern Lodge Outdoor Centre in Devon.

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THE TIMES EDUCATIONAL SUPPLEMENT 7.1.83

ENGLISH AS A FOREIGN LANGUAGE

continued

TRAIN TO TEACH ON SECOND LANGUAGE

One week introductory course (Easter/Summer) at London Institute of Education, 100 Victoria Road, London NW5 10J. Tel: 01-257 1501. For details: 7531

BEST EQUIPMENT

Best Equipment. The successful candidate will be responsible for the Best Equipment in the school. The successful candidate will be responsible for the Best Equipment in the school.

WIDE CHOICE

Wide Choice. The successful candidate will be responsible for the Wide Choice in the school. The successful candidate will be responsible for the Wide Choice in the school.

GOOD ACCOMMODATION

Good Accommodation. The successful candidate will be responsible for the Good Accommodation in the school. The successful candidate will be responsible for the Good Accommodation in the school.

HOME COMFORTS

Home Comforts. The successful candidate will be responsible for the Home Comforts in the school. The successful candidate will be responsible for the Home Comforts in the school.

PERSONAL SERVICES

Personal Services. The successful candidate will be responsible for the Personal Services in the school. The successful candidate will be responsible for the Personal Services in the school.

JAPAN

Japan. The successful candidate will be responsible for the Japan in the school. The successful candidate will be responsible for the Japan in the school.

TEACHERS OF ESP/ENL

Teachers of ESP/ENL. The successful candidate will be responsible for the Teachers of ESP/ENL in the school. The successful candidate will be responsible for the Teachers of ESP/ENL in the school.

KENT

Kent. The successful candidate will be responsible for the Kent in the school. The successful candidate will be responsible for the Kent in the school.

NOTTINGHAMSHIRE COUNTY COUNCIL

Nottinghamshire County Council. The successful candidate will be responsible for the Nottinghamshire County Council in the school. The successful candidate will be responsible for the Nottinghamshire County Council in the school.

TRAIN TO TEACH ON SECOND LANGUAGE

Train to Teach on Second Language. The successful candidate will be responsible for the Train to Teach on Second Language in the school. The successful candidate will be responsible for the Train to Teach on Second Language in the school.

TEACHERS WANTED

Teachers Wanted. The successful candidate will be responsible for the Teachers Wanted in the school. The successful candidate will be responsible for the Teachers Wanted in the school.

100% MORTGAGES TO TOP-UP

100% Mortgages to Top-Up. The successful candidate will be responsible for the 100% Mortgages to Top-Up in the school. The successful candidate will be responsible for the 100% Mortgages to Top-Up in the school.

HOLIDAYS AND PERSONAL

Holidays and Personal. The successful candidate will be responsible for the Holidays and Personal in the school. The successful candidate will be responsible for the Holidays and Personal in the school.

IMMEDIATE ADVANCES

Immediate Advances. The successful candidate will be responsible for the Immediate Advances in the school. The successful candidate will be responsible for the Immediate Advances in the school.

Education Courses

LEARN TO TEACH ENGLISH (EFL)

Learn to Teach English (EFL). The successful candidate will be responsible for the Learn to Teach English (EFL) in the school. The successful candidate will be responsible for the Learn to Teach English (EFL) in the school.

KENT

LEARN TO TEACH ENGLISH (EFL)

Learn to Teach English (EFL). The successful candidate will be responsible for the Learn to Teach English (EFL) in the school. The successful candidate will be responsible for the Learn to Teach English (EFL) in the school.

SWITZERLAND

MOUNTAIN ECOLOGY

Mountain Ecology. The successful candidate will be responsible for the Mountain Ecology in the school. The successful candidate will be responsible for the Mountain Ecology in the school.

INSERVICE TRAINING

Inservice Training. The successful candidate will be responsible for the Inservice Training in the school. The successful candidate will be responsible for the Inservice Training in the school.

TEACHER TRAINING DIPLOMA COURSES

Teacher Training Diploma Courses. The successful candidate will be responsible for the Teacher Training Diploma Courses in the school. The successful candidate will be responsible for the Teacher Training Diploma Courses in the school.

For Sale and Wanted

For Sale and Wanted. The successful candidate will be responsible for the For Sale and Wanted in the school. The successful candidate will be responsible for the For Sale and Wanted in the school.

BUDGET LOANS AT APR 22.4 variable

Budget Loans at APR 22.4 variable. The successful candidate will be responsible for the Budget Loans at APR 22.4 variable in the school. The successful candidate will be responsible for the Budget Loans at APR 22.4 variable in the school.

APPOINTMENTS

Appointments. The successful candidate will be responsible for the Appointments in the school. The successful candidate will be responsible for the Appointments in the school.

Contracts and Tenders

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LINCOLNSHIRE COUNTY COUNCIL

Lincolnshire County Council. The successful candidate will be responsible for the Lincolnshire County Council in the school. The successful candidate will be responsible for the Lincolnshire County Council in the school.

TENDERS FOR THE SUPPLY OF

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